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ABSTRACT

This guide provides a nutrition education program for elementary school students that spans kindergarten through Grade 3 as well as providing activities for specific levels. Nutrition education objectives are stated for each grade level: (1) kindergarten--students will become familiar with and motivated to eat a variety of foods; (2) grade one--students will appreciate the importance of nutritious foods to promote growth; (3) grade two--students will recognize that choosing appropriate foods and being physically fit will benefit their health; and (4) grade three--students will understand that food choices are influenced by physical, cultural, and economic factors. An explanation is given of what the students should understand about the objective for each level. Class activities for the kindergarten level attempt to: (1) familiarize students with the physical characteristics of foods; (2) introduce students to different nutritious foods; and (3) help teach students that some foods are better than others for health. A supplement to this guide contains worksheets, letters for parents, and recipes. (JD)

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NUTRITION COMES ALIVE

SP 028 330

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Nutrition Comes Alive

Level K
Munch with Munch

Nutrition Educator's Guide

A Revision by
Tracy J. Farrell

Based on materials developed by Susan Kay Nelson
And by Jill Randell and Christine Olson
in the **Early Childhood Nutrition Program**

Division of Nutritional Sciences, a division of the New York State College of Human Ecology and the New York State College of Agriculture and Life Sciences, Cornell University, Ithaca, New York 14853. 1985.

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Without the convictions and support of Matilda Cuomo, this project would not have been possible. She realized a critical need for teaching all children in New York State about nutrition and health. As the First Lady of the state of New York and as a former elementary school teacher, Mrs. Cuomo is well acquainted with the needs of children and their parents.

Special thanks are extended to the elementary school teachers who reviewed the materials at various stages of development. Their comments helped to assure that the activities were appropriate for the grade level and integrated with other classroom subjects. The following teachers in Ithaca, New York, gave generously of their time: Ann Halpern, kindergarten, Central School; Nancy Hewitt, first grade, Caroline School; Roberta Wallitt, second grade, Central School; and Susan Warner, third grade, Northeast School.

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Foreword

Developing Thinking Skills

For children to develop good habits for nutritional well-being, we must help them learn to make intelligent food choices. Making intelligent choices depends on their ability to analyze and evaluate foods within the context of their world, which includes fast-food restaurants, vending machines, and convenience foods. Rather than ignore the influence of such modern-day phenomena, we must teach children to evaluate the foods available from such sources so they can make appropriate selections. As stated by Isobel Contento, Teachers College, Columbia University:

> Today's consumer or learner needs, on the cognitive level, to know how to select from the vast array of foods in the average supermarket those foods he or she needs for optimal health in today's context. He or she also needs to know how to be discriminating about dietary advice that comes, sought and unsought, from a variety of unequally reliable sources such as popular books, advertising, packaging labels, newspapers, and materials from food industry sources or "health" food stores.
>
> On an affective level, the learner needs to learn self restraint—particularly in light of the sedentary life-styles of most Americans, and to develop attitudes toward food selection that are conducive to long-term health.*

Developing the thinking skills of our students seems the most effective way to proceed. If we use practical examples to help students sort out the choices available and identify various nutritional options, we are helping them face this complex world of food and eating. Therefore it would seem more important for students to be able to differentiate between opinion and fact when viewing advertisements than to be able to recite the nutrients in a given food. It may be more important for them to be able to search out and decipher the key nutritional information on a label than to name food groups important to health. If overnutrition is a problem involving excess fat, sugar, salt, or total calories, students need to be able to think about how to make modifications in food choices and ingredients within their own family and cultural traditions.

In other words, the focus of teaching should shift from transferring information to the student to processing information by the student; at least, we should strive for a better balance. Teachers can help provide practical situations so students can use their thinking skills to take increasing personal responsibility for their food choices. This curriculum guide is offered as a way to help make this goal possible.

*Isobel Contento, "Thinking about Nutrition Education: What to Teach, How to Teach It, and What to Measure," *Teachers College Record* 81 (Summer 1980):422-23.

Preface

Why Nutrition Education

Our diets are shaped early in our lives by emotional, cultural, and social forces, as well as by the availability of certain foods. Traditions, food habits of parents and friends, and food advertising are some factors that influence American diets. Bombarded by numerous options, children should not be expected automatically to select nutritious foods. They must learn how to make nutritious choices from the array of foods available.

The ultimate goal of nutrition education is to provide knowledge and to foster skills that will promote nutritionally sound eating practices, which in turn contribute to an individual's nutritional well-being and overall health. Nutrition education should begin when children are young and in the process of developing their eating habits. Early positive experiences with nutritious foods help create a foundation for lifelong eating habits, nutritional awareness, and attitudes that facilitate good health.

Overview of Nutrition Education, Grades K-3

For each grade level one major nutrition objective is supported by several understandings. The suggested activities and work sheets are intended to help students achieve the understandings and objectives.

Grade Level	Objective / Understandings
Kindergarten	Objective: Students will become familiar with and motivated to eat a variety of nutritious foods. Understandings: 1. Food is something to eat. It has distinctive textures, shapes, and smells. 2. There are many different kinds of nutritious foods. 3. Some foods are better than others for good health.
Grade 1	Objective: Students will appreciate the importance of nutritious foods to promote growth. Understandings: 1. All living things need food for growth and energy. 2. Plants and animals provide us with food. 3. Certain foods are especially important for children's growth.
Grade 2	Objective: Students will recognize that choosing appropriate foods and being physically fit will benefit their health. Understandings: 1. There are many foods that can be chosen for good snacks. 2. Some snack choices are more nutritious than other choices. 3. Exercising regularly contributes to physical fitness and good health.
Grade 3	Objective: Students will understand that food choices are influenced by physical, cultural, and economic factors. Understandings: 1. Sensory perceptions influence food choices. 2. Food choices take place within the context of immediate family, social, and community groupings. 3. Advertising, especially on television, influences food choices.

Nutrition Comes Alive

A Practical Classroom Tool

Nutrition Comes Alive is a nutrition education program for elementary school students. The guide for each grade level contains information relevant to the entire span K to 3 as well as activities for the specific level. The material for each grade level is intended to help you provide students with a multitude of learning opportunities. The activities, designed to stimulate student interest, are presented in an appealing, easy-to-use format. Special features of the K–3 guides are detailed below.

Provides Flexibility

The guides encourage flexibility and creativity in the classroom. They are not a prescription for teaching. Instead, a wide range of possible activities is presented so that you can select and structure learning experiences to meet the needs of your students. You may schedule nutrition education activities throughout the school year or introduce them as units.

Focuses on Today's Concerns

With changes in lifestyles and eating patterns over the past fifty years, Americans are more likely to be affected by dietary excesses than by deficiencies. To help children make wise food choices within the context of our modern society, nutrition education must include current nutrition-related health concerns. Consequently, the material in the guides reflects such contemporary issues as the selection of nutritious snacks, the importance of physical activity for fitness, the effect of advertising on food selection, and the desirability of limiting dietary intake of fat, sugar, salt, and calories.

Integrates Activities

A key feature of the materials is that they may be integrated with other established academic subjects. Nutrition does not have to be taught as an isolated subject. It is a recognized part of most science, health, and social studies textbooks. The upper right-hand corner of each activity sheet indicates the subject area into which the activities best fit, for example, language arts, math, social studies, science, music and art, or health and fitness. Check through the activity sheets before planning your schedule so you will know what activities best integrate with other subjects.

Promotes Active Learning

The materials engage students in active learning. Such "hands-on" activities as tasting and preparing foods, identifying personal food preferences and habits, determining ingredients in different foods, and measuring growth all stimulate learning by directly involving students.

Participating in these activities gives students a chance to think, feel, and act.

Includes Motivators

Special motivators, such as puppets, songs, illustrations, and catchy titles or slogans entice students to learn about nutrition. The guides contain many attractive and exciting motivators that will appeal to students on both affective and cognitive levels.

Evaluates Learning

Like other components of the school curriculum, nutrition education must be evaluated to determine whether the desired outcomes have been produced. It is not easy to evaluate whether the goal of promoting behavior that fosters good health has been achieved. How students apply knowledge to nutrition and health-related issues is even more important than their increase in knowledge. Therefore, whenever possible, the evaluation should include ways to measure changes in underlying attitudes and in behavior. To facilitate this evaluation, the teaching materials in the nutrition education guides provide various tools for monitoring students' nutrition learning.

Observation: Observing students in the classroom enables you to evaluate changes in their behavior. For example, during sociodramatic play, do students serve milk rather than soda? When cooking, do students demonstrate that they know how to use new ingredients and utensils? Do they bring more nutritious foods for snacks and lunches than they did before they studied nutrition?

Verbal Wrap-Up: Students should summarize what they learned from a particular lesson in their own words. What did they learn about snacks? What foods are most nutritious for snacks? Such a wrap-up gives students a sense of accomplishment and helps them remember key points.

Application of Learning: You can ask students to apply their knowledge or skills in new situations. After learning to read labels, they could be asked to select the food lowest in fat or the cereal with the least sugar from among several products. They could use their knowledge about nutritious foods to plan a class picnic, to launch an advertising campaign in the cafeteria, or to prepare a new vegetable for dinner at home.

Repetition: Repeating certain classroom activities or work sheets will show whether students have changed their attitudes or values about particular issues. Are students better able to separate opinions from facts after studying food advertising?

Parent Feedback: By participating in conferences, parents can provide additional evaluation information. Do parents report that their children are requesting new vegetables for meals? Are the children more eager to brush their teeth at home? Such informal information can help you judge whether the nutrition program had a desirable impact.

Encourages Parent Involvement

New ideas in any subject are always learned better if they are reinforced in the "real world." Home and family are important parts of a child's world. Parents have a strong interest in their children's health and growth, and parents also control what foods are available in the home. By working together, parents and teachers can double their impact on children's eating practices.

You can encourage parents to participate in many different classroom activities. For example, cooking activities usually run more smoothly when an extra adult helps. Or a parent with special expertise might talk to the class or demonstrate a skill. Parents can also be invited to attend open houses or special events or to go on class trips.

Another way to involve parents is by making a special effort to let them know what is happening in the classroom. You can share information about your class nutrition projects, and students can take home their work sheets, stories, recipes, snack information, and letters that are included in the units.

Encourages Food-Service Involvement

The food-service personnel in your school may assist you with different food-related activities. They may be able to provide ingredients, equipment, utensils, and advice about foods and cooking safety. If you want any special help from food-service personnel, be sure to plan ahead so you can ask them well in advance of the time you need their help.

Ask your food-service staff to give the class a tour of the kitchen, or ask whether a class cooking activity could be done in the kitchen. Invite a staff member to demonstrate a simple food preparation technique. The possibilities are endless. When the classroom and cafeteria are brought together, they can maximize their impact on children's food habits.

Some Key Nutrition Issues

Sugar

Sugars are natural components of some foods. Fruits and some vegetables contain sugars, along with important vitamins, minerals, and fiber. Unlike fruits and vegetables, however, many food products contain large amounts of added sugar (sucrose, dextrose, honey, fructose) and contribute little more than kilocalories. When these "empty-calorie" foods and beverages replace more nutritious choices, getting enough nutrients without too many calories may be a problem. Even the increasing use of artificial sweeteners does not solve the problem of soft drinks replacing a more nutritious choice such as milk. Foods such as sugared milk products, ice cream, custards, and puddings can be considered "good" in moderation because they contain protein and calcium. But eating too many sugary products may contribute to obesity and is a major factor in tooth decay.

Dental Health

Not only are dental problems widespread in the United States, but professional dental care is expensive. Therefore it is important to begin good diet and health habits early in life.

Sugar (sucrose) is the preferred food of cavity-causing oral bacteria. When sugar is available, the bacteria eat it, forming acid. The acid weakens the tooth structure and promotes tooth decay. More critical than the amount of sugar ingested at any one time are the frequency and duration that sugar is available to oral bacteria.

Sugary snacks are of particular concern because they increase the frequency of sugar exposure and may also increase the duration of exposure. For example, soft drinks that are sipped and sticky candies that adhere to the tooth surface keep sugar available to oral bacteria for extended periods of time, especially if they are eaten as snacks. When sweets are eaten with meals, other foods tend to buffer the acid formed and also assist in removing sugar from the teeth.

Fats

Fats provide kilocalories and essential fatty acids. But only a small amount of dietary fat supplies all the essential fatty acids. A recent concern is that Americans derive too many of their daily kilocalories from fat. Not only may this high fat consumption lead to obesity, but one class of fats appears to be an important factor in heart disease.

Studies have shown that saturated fat, found mainly in animal products, tends to contribute to heart disease, whereas unsaturated fat may not. Cholesterol, a substance found only in animal fat, has been implicated in heart disease. The primary source of unsaturated fat is safflower, sunflower, corn, and soybean oils. Coconut and palm oils contain higher amounts of saturated fats.

In light of these findings, it has been suggested that people decrease the amount of saturated fat they eat. It has been further recommended that Americans decrease their total fat consumption from the present level of about 40 percent of total calories to 30 percent.

Sodium

Hypertension or high blood pressure can be a nutrition-related health problem. Large intakes of sodium, mostly in the form of common table salt, are implicated in causing high blood pressure in susceptible persons. Lowering sodium intake and achieving reasonable weight help control hypertension.

Many advertised snack foods are very high in sodium. Potato chips, salted pretzels, and some crackers are examples of high-sodium foods. It is encouraging that new low-sodium forms of these favorite snacks are now on the market. Canned vegetables without added salt and low-salt cheeses are also now available. Cutting down on sodium is one way to build better food patterns for the future.

Iron-Deficiency Anemia

A recent survey found that 61 percent of children in the United States were receiving less than the recommended dietary allowance for iron. A continual low iron intake increases children's risk of developing iron-deficiency anemia.

Anemia is caused by a lack of dietary iron needed to form hemoglobin, a compound in the blood that carries oxygen to the cells. Symptoms of anemia include fatigue, weakness, irritability, and pallor.

Meat, poultry, dried beans, and dark green vegetables can help meet the iron requirement. In addition, unsweetened fortified cereals, whole and enriched breads, and dried fruits are iron-rich foods that make appealing snacks. Since vitamin C increases the absorption of iron, citrus fruits and juices are good companions to high-iron meals and snacks.

Calcium Concern

Bone health is a key concern of both youth and adults. Interest has always focused on supplying necessary calcium and vitamin D for the formation of bone in growing infants and children. Increasing concern about osteoporosis has caused us to search out information about maintaining bone health during our mature years.

Our bones are in a state of constant flux, serving as banks in which calcium can be deposited and withdrawn. Although 99 percent of the body's calcium is in the bone, the other 1 percent circulates in the blood and is vitally important for normal nerve transmission, muscle contraction, heart function, and blood clotting. When this small but critical amount falls below a certain concentration, the bones release some of their calcium.

Low intake of calcium-rich foods during the adult years compromises bone health. Adults need calcium just as much as growing children do. Prolonged deficiency of calcium through the adult years may increase the risk of osteoporosis, a disease seen particularly in postmenopausal women and characterized by weak and fragile bones.

Since bone mass reaches its maximum when a person is about the age of 35 and declines as part of the aging process thereafter, people of all ages need to be aware of their intake of milk and such other sources of calcium as leafy green vegetables, broccoli, and fish with edible bones such as sardines, canned salmon, and fresh smelt.

Because calcium is important throughout life, students should establish habits of calcium consumption that they will follow throughout their lives.

Obesity

Obesity is a major health problem in the United States today, for both adults and children. Why is excessive weight a health concern? In adults, the prevalence of diabetes, hypertension (high blood pressure), and atherosclerosis (heart disease) increases with obesity. The concern for children is that obesity will persist into adulthood and result in health problems. Overweight or obese children also may be troubled by emotional and social problems.

What can be done? All children can be encouraged to be very active all year round. Extra attention should be paid to children with weight problems, to be sure that they find an activity they can do and enjoy—and that they continue to do it. Parents and children should learn about the problems of overeating. Good habits can be developed early. Many families are concerned about wasting food at the dinner table. Food waste, however, starts in purchasing and preparation. A good eater is a moderate eater, not a big eater.

Energy Balance

Kilocalories (energy) are needed to support life and growth. Eating too few kilocalories can result in poor health and, in children, can limit growth. On the other hand, eating more kilocalories than required can also result in poor health. Overweight, and especially obesity, can increase the risk of developing many health problems. The amount of kilocalories that a person needs for health depends on the amount of energy that he or she uses for basic body processes and for physical activity.

Carbohydrates, proteins, fats, and alcohol are the food components that give us kilocalories. Carbohydrates, proteins, and fats are essential nutrients; alcohol is not. But there are other essential nutrients that we must eat to be healthy: minerals, vitamins, and water. Although these nutrients do not supply kilocalories, they can be found in many foods that do. Each class of nutrients is important for a variety of body functions. Therefore, the foods in our daily diet must be carefully selected to supply all the essential nutrients without exceeding our kilocalorie requirements.

Energy = Kilocalories
Kilocalories = Calories

What is a kilocalorie? The energy value of a food is expressed as a unit of heat, a kilocalorie. This term is more correct than Calorie, or calorie, which is often used instead.

A kilocalorie (kcal) represents the amount of heat required to raise the temperature of one kilogram of water one degree Centigrade. Another way to think of this amount of energy or heat is to realize that one large apple, which contains about 100 kcal, provides enough heat to raise the temperature of slightly over four cups of water from 0 degrees C (freezing) to 100 degrees C (boiling). Four and a half cups of shredded cabbage or one tablespoon of peanut butter has a similar energy potential.

Fiber

The fiber found in our diets is not just one compound but a complex grouping of many substances found in cell walls of plants. These include cellulose, hemicellulose, and pectins as well as lignin, which is not a carbohydrate. In simple terms, dietary fiber refers to components of plant cells that the body does not digest and absorb.

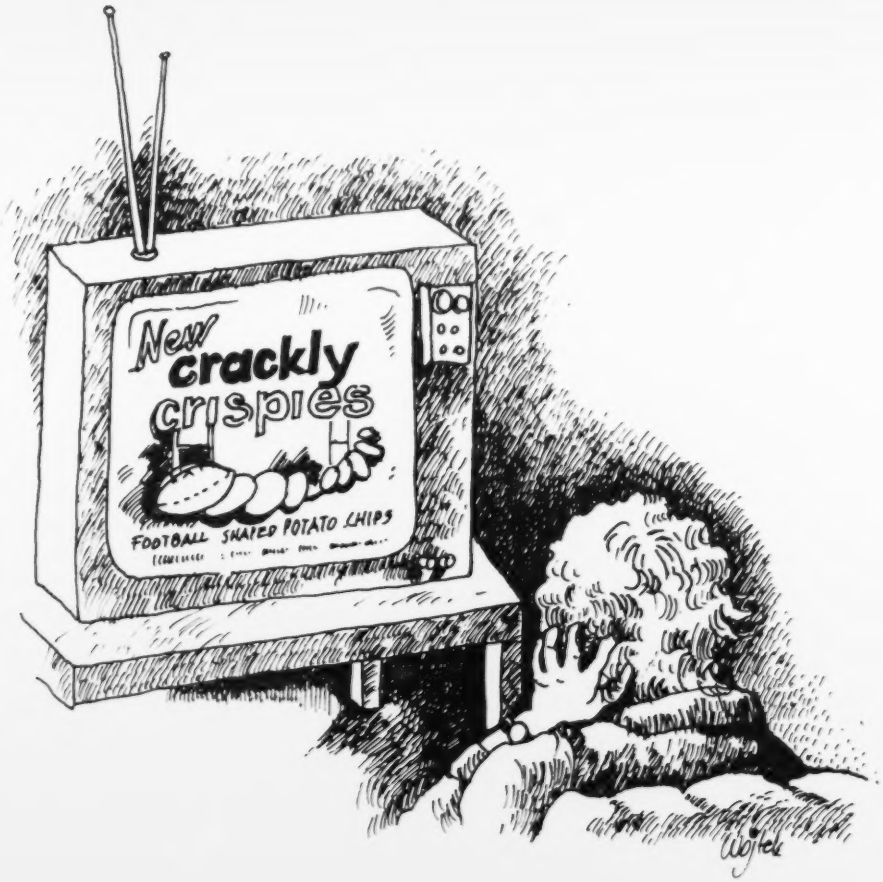
Most nutritionists agree that dietary fiber is important, but many of the benefits that have been claimed have not been proved. At the present time, the most clearly established benefit of dietary fiber is that it helps to relieve or prevent constipation. There is some evidence that it is beneficial in preventing or treating diverticular disease. It has also been suggested that fiber may reduce the risk of cancer of the colon and heart disease and help control diabetes and obesity.

But although fiber is important in the diet, just because some is good, a lot is not necessarily better. Large doses of purified fibers may increase the excretion of some minerals, but it is unlikely that a mineral deficiency will develop if moderate amounts of fiber are eaten as part of a normal diet.

The best advice is to increase dietary fiber by eating more fresh fruits and vegetables, whole-grain bread and cereal products, beans, and nuts. With this approach you are not likely to consume excess fiber and you will get a variety of types of fiber, each of which might have a different benefit. In addition, these foods supply vitamins and minerals.

Snacks—A Nutritional Plus or Minus?

Many people tend to think of between-meal snacks as "junk" food or "empty-calorie" food, but it is not necessarily true. The problem is the candies, soft drinks, cookies, and potato chips that are often eaten exclusively for snacks in place of nutritious foods. These foods offer few nutrients but are loaded with excessive calories. By learning to choose snacks carefully, children can avoid overly sweet or salty and high-fat snacks in favor of more nutritious fruits, vegetables, grain products, and milk. Nutritious snacks actually improve the nutritional quality of children's diets.



Children and Food Advertisements

Every day we are bombarded by food ads through newspapers, magazines, direct-mail ads, radio, and, of course, television. Children watch an average of 27.5 hours of television per week and more than 20,000 commercials per year. It has been estimated that 60 percent of all commercials aimed at children are for food, and unfortunately, the majority are nonnutritious foods and food products. With this exposure, the food ads undoubtedly have a tremendous impact on the way children think about food. It is not a simple problem to deal with, but through guidance from parents and teachers, children can learn to question what they see on television and become aware of the selling intent of ads. Repeated positive experiences with nutritious foods can help children learn to desire and choose healthy foods.

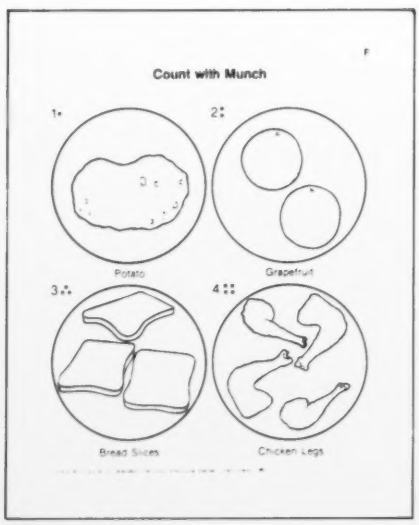
Using *Munch with Munch*

Nutrition Educator's Guide

Munch with Munch contains three sections of proposed class activities. The understanding for each section is stated on the section divider.

Section 1 familiarizes students with the physical characteristics of foods, including colors, shapes, smells, textures, and tastes. Through tasting and cooking activities, Section 2 introduces students to many different nutritious foods. Section 3 helps teach students that some foods are better than others for health. All three sections encourage students to become familiar with and motivated to eat a wide variety of nutritious foods.

To help you plan for each lesson, a section at the top of each activity sheet tells what advance preparation is needed. The work sheet for that lesson's activities is listed as well as films to order and food ingredients to assemble.



Integration

Each of the nutrition activities may be integrated into other academic subject areas as noted on the teacher activity sheets. Activities were coordinated with the kindergarten curriculum of New York State. For more ideas on how to integrate nutrition learning into other subjects, refer to the specific curricula for science, math, health, social studies, and language arts.

Student Work Sheets

Munch with Munch also contains work sheets that you can photocopy or make into dittos for distribution to the class. Suggestions for using these work sheets are found on the teacher activity sheets. The work sheets are in a separate section following the three activity sections.

Resources

Any books or films needed for a particular activity are noted on the activity sheets. More complete information about the resources is listed on the back of the appropriate section dividers.

Letters to Parents

To help involve parents in their children's learning, ***Munch with Munch*** includes three letters that can be photocopied and sent home with the students. The letters give parents nutrition information, recipes, and activities to do with their children in conjunction with the activities that are taking place in the classroom. The letters, written in both English and Spanish, are in the section with the work sheets.

Evaluation

Each teacher activity sheet contains a suggestion to help you evaluate student learning. Helping students verbalize what they have learned and having them demonstrate increased familiarity with and willingness to eat nutritious foods is vital.

In Your Kindergarten Classroom

There are many exciting ways to incorporate the study of nutrition into your daily kindergarten routines. Use read-aloud storybooks to inform children about food and nutrition. The books that are used in the activities are listed on the backs of the section dividers. Ask your school librarian or resource center director to suggest additional food-related books.

Arrange areas in your classroom where sociodramatic play can take place. Playing in a "house," "store," or "restaurant" or with a "vending machine" gives children an opportunity to verbalize their newly gained nutrition knowledge and to practice their food-related skills. You can guide them as they work with cooking utensils or pretend food to help stretch and reinforce their learning.

Discuss and promote the use of nutritious foods for snacks and lunches. While children eat, talk about the variety of foods necessary for health. Encourage consumption of foods low in fat, sugar, and sodium.

Visit gardens and food stores in your neighborhood. Observe and talk about the foods that are grown and sold. Have children create pictures or make models of foods that they saw and have them draw pictures of their favorite nutritious foods.

With imagination, you can introduce nutrition into many classroom activities. By making nutrition a part of daily learning, you can reinforce its importance for health.

Mural by elementary students, PS 165, New York City. Photo by Allan M. Shapiro.

Resources

Nutrition Education Programs

Early Childhood Nutrition Program. J. Randell and C. Olson. 1979. Available from Cornell University Distribution Center, 7 Research Park, Ithaca, NY 14850.

Developed for use with preschool and kindergarten age children, this excellent resource introduces children to the exciting world of food. It contains an ***Educator's Guide*** with ideas for activities, puppets, recipes, songs, and stories. A set of ditto masters provides additional information and recipes for children to share with their parents. Background information about nutrition and children is given in a ***Nutrition Handbook***. Finally, a flip chart, available separately, provides a tool for discussing various nutrition issues. Most of the materials are also available in Spanish.

Creative Food Experiences for Children. M. T. Goodwin and G. Pollen. 1974. Available from CSPI, 1755 S St. NW, Washington, DC 20009.

This excellent teaching guide includes basic nutrition concepts, nutritional values of different foods, and nutrition activities, resource materials, and recipes.

Cookbooks for Children

A Child's Cookbook. B. Beitch, T. Harms, T. Wallace, and G. Wallace. 1981. Available from 656 Terra California Drive #3, Walnut Creek, CA 94595.

The kit includes a cookbook and teacher guide. Illustrated single-portion recipes for home and school are provided in an easy-to-use format. Many ethnic recipes are included.

Pictures of Foods

The Buying Guide for Fresh Fruits, Vegetables, Herbs, and Nuts. Educational Department, Blue Goose, Inc., P.O. Box 46, Fullerton, CA 92632.

An excellent source of color photographs of fruits and vegetables.

Food Models. National Dairy Council. See Appendix I for a listing of local Dairy Council offices.

Life-size color photographs of 146 foods can be used in a variety of teaching situations. Nutrient values and their contribution to the U.S. RDA are printed on the back of each model.

Basic Nutrition Information

Nutrition: Concepts and Controversies. E. M. Hamilton, E. N. Whitney, F. S. Sizer. 3d ed. St. Paul, MN: West, 1985.

This introductory textbook presents basic nutrition concepts and current issues in an easy-to-read, personal style. Many informative tables, charts, and drawings are included within each chapter. Each chapter concludes with an in-depth discussion of a controversial issue such as diet and heart disease, diets for athletes, and the effect of sugar on behavior of children. An extensive appendix includes a table of food composition and many additional facts.

Jane Brody's Nutrition Book. J. Brody. New York: Bantam Books. 1982.

Written for the general public, this book provides information on a number of current issues in nutrition. The dietary guidelines, cholesterol, fiber, sugar, food additives, food labels, sodium, fad diets, and fast-food eating are among the many topics discussed in 27 chapters.

Nutritive Value of Foods. Home and Garden bulletin 72. U.S. Department of Agriculture. Available from Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. Revised 1985.

This bulletin contains nutritive values of commonly used foods. Values for fat, fatty acids, cholesterol, carbohydrates, calcium, phosphorus, iron, potassium, vitamin A, thiamin, riboflavin, niacin, ascorbic acid, and sodium are included.

Cornell Cooperative Extension. Addresses of local offices are listed in Appendix 2.

Adult and 4-H agents, serving as professional home economists at the county level, are part of Cornell Cooperative Extension statewide and work closely with faculty and staff in the Division of Nutritional Sciences at Cornell University to promote nutrition and health.

Youth programming includes a large 4-H youth development effort, a part of which is work with teachers in the schools. **Nutrition Comes Alive**, K-6, and **Make Up Your Own Mind about Alcohol**, 5-6, are two special nutrition resources developed by Cornell Cooperative Extension for school use.

Consult your local Cornell Cooperative Extension office for details about workshops and current resources.

Note: Specific resources needed for activities in each section are listed on the back of the appropriate section dividers. You may need to order films well in advance of when they are needed.

Nutrition Educator's Guide

Objective for Level K:

Students will become familiar with and motivated to eat a variety of nutritious foods.

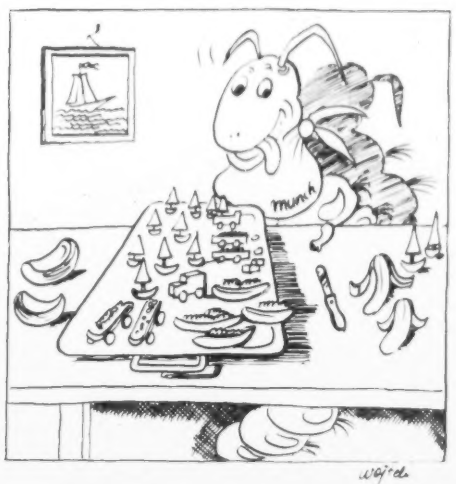
Section 1

Munch with Munch

Food Explorations

Understanding:

Food is something to eat. It has distinctive textures, shapes, and smells.



From J. Randell and C. Olson, **Early Childhood Nutrition Program**, adapted for **Nutrition Comes Alive**

Activities	Subject
1. What Is Food?	Science
2. How Does It Feel? And Smell?	Science
3. What Does It Taste Like?	Language Arts
4. Food Matching	Language Arts
5. Food Riddles	Language Arts

Resources

Please Don't Feed Horace. M. Young. New York: Dial Press, 1961.
Horace is a zoo hippopotamus who loves to eat anything thrown into his cage. One day he got sick. It was discovered that on the day he became ill, Horace had eaten 779 things, mostly items such as cigarettes and popsicles, not hippopotamus food.

The Sniff and Tell Riddle Book. R. McKie. New York: Random House, 1978.
As the teacher reads through this book, students can sniff various food, flower, and animal scents.

Addison-Wesley Science Level K. V. Rockcastle, B. McKnight, F. Salamon, and V. Schmidt. Menlo Park, CA: Addison-Wesley, 1984.

Lentil. R. McCloskey. New York: Viking Press, 1940.
When the town band members see someone sucking on a lemon, their mouths pucker and they are unable to play their instruments for the big parade. A young boy named Lentil saves the day by playing his harmonica.

What Is Food?

Advance Preparation

Make a Munch puppet. (See directions on next page, or use an existing puppet.)

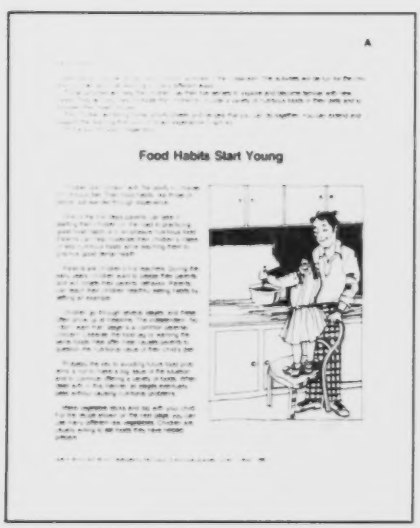
Collect

Several foods. Include both commonly eaten foods such as an apple and a carrot and less commonly eaten foods such as broccoli and bean sprouts. Have enough to provide small tastes for each student.

Several animal foods. Include such items as dog food, a bone, and birdseed.

Several nonfoods. Include items that go in the mouth but are not eaten such as toothpaste, gum, and a spoon.

Copy the two-page letter A to parents for each student.


A

Food Habits Start Young

See, Touch, Smell, and Taste

Introduce Munch as a fuzzy green caterpillar who will lead your class through an exciting exploration of nutritious foods—both old favorites and new ones.

Have the students sit in a circle on the floor. Use Munch to pass around each of the foods and nonfoods for the students to see, touch, and smell. As Munch passes each item have him discuss the following questions:

—What is it?
—How does it look? smell? feel?
—Is it food?
—How can you tell?
—Would you eat it? Would an animal or bird eat it?

Divide and distribute small pieces of the foods for tasting. Have Munch discuss the following questions:

—Have you ever eaten this food before? When?
—Does your family eat it?
—Can you describe its taste?

After tasting all of the foods, Munch can ask the students why they eat food. Emphasize that they eat food to have energy and to grow. Animals need food for the same reasons even though they eat different foods than people do.

Letter to Parents

To help involve parents in their children's learning, give each student a copy of letter A to parents to take home. The letter tells parents that the class will be doing many nutrition activities during the next few weeks. It also gives them some information on how to encourage their children to develop healthful eating habits and includes a recipe for vegetable sticks and dip.

Additional Activities

- Show the students how to make their own Munch puppets. The puppets can be used with all the activities in this level.

- Read ***Please Don't Feed Horace*** by M. Young (see Resources, Section 1). This humorous story features Horace, a zoo hippopotamus, who loves to eat anything thrown into his cage. When he gets sick one day, a little boy reports having watched Horace eat 779 things, including cigarettes and popsicles.

- Make a food collage. Collect magazines with pictures of foods. Have students cut out pictures and paste them to create a large classroom mural.

Evaluation

- Given an assortment of food and nonfood items, or pictures of them, can students separate the foods from nonfoods?

- Can students explain why they need food and why animals need food?

How To Make Munch

Munch with Munch — Section 1

Sock puppet

Materials:

an ordinary sock (crew or knee sock)

bright red, orange, or yellow felt squares

scissors

glue

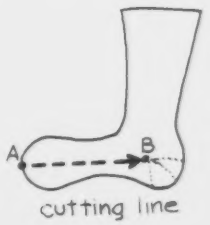
yarn needle

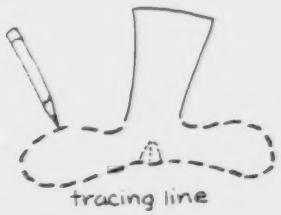
yarn or string

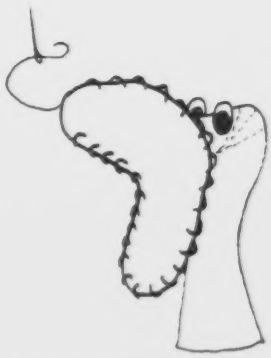
buttons, ball fringe, or ping-pong balls for eyes

Instructions:

1. Lay the sock flat in the shape of a foot.
2. Cut the foot into top and bottom halves as shown. Cut through both sides of the sock, beginning at the middle of the toe (A) and cutting in a line to the edge of the heel seam (B).
3. Open the sock out flat and trace the opening on a piece of bright-colored felt. Cut out the felt "mouth."
4. Make eyes from buttons, ball fringe, ping-pong balls, or other materials. Glue or sew them on, holding the sock so that the heel forms the back of the head.
5. Sew the felt mouth in place with big overcast stitches, using yarn or string.







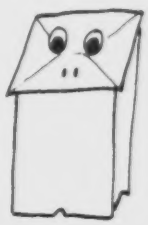
Paper bag puppet

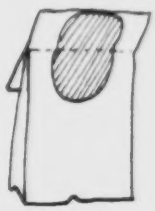
Materials:

brown lunch bag

crayons or colored felt-tipped markers

(colored construction paper, scissors, glue)

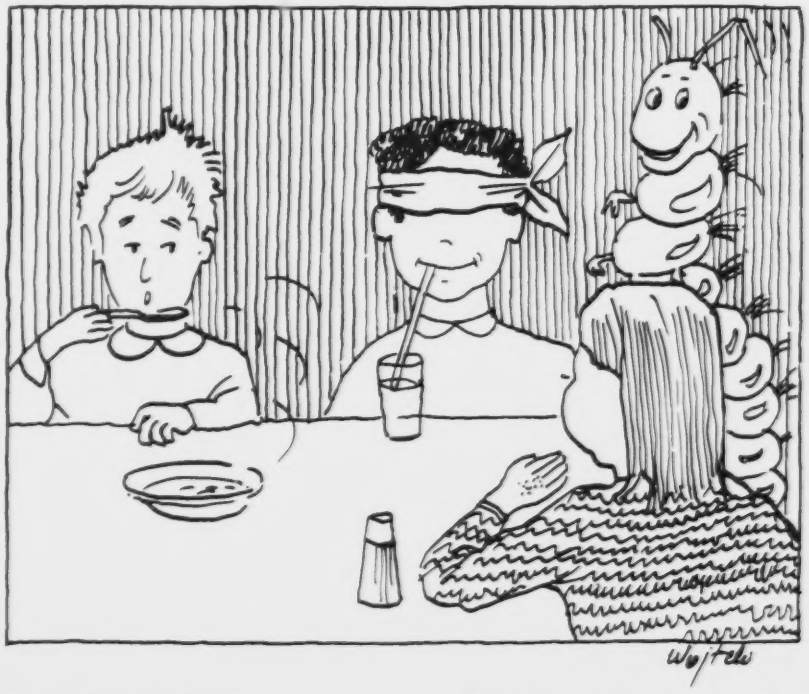




Instructions:

1. Lay the paper bag flat with the bottom folded over to form a flap.
2. Draw and color in eyes and nostrils on the flap.
3. Fold the flap back. Draw and color in Munch's mouth below the fold line, as shown.
4. Make additional features, such as fringe or antennae, from colored construction paper, if desired.

How Does It Feel? And Smell?



Advance Preparation

Make a "mystery box." Using a large oatmeal box (without the top), attach fabric to extend above the open end. The top of the fabric should have a string or elastic edge to make the opening adjustable. If preferred, use a paper bag and call it a "mystery bag."

Collect blindfolds or coffee cans with opaque lids.

Gather an assortment of foods with distinctive feels and smells.

Identify Mystery Food by Feel

Select one food to put in the "mystery box." Have each student reach into the box and feel the food. Ask the students not to name the food until all have taken a turn.

Questions for conversation:

—What is the shape?
—Is it hard or soft? bumpy or smooth?
—What color do you think it is?
—Can you describe its taste?
—What do you think it is?

Repeat the activity several times during the week, using a new food each time. You might want to set the "mystery box" in a corner of the classroom where students can work individually or in small groups.

Detect "Mystery" Smells

Our tongues are very important for taste, but the smell of food is also an important factor in taste.

Arrange slices of foods with distinctive odors such as apples, oranges, onions, celery, bananas, or pineapple on a tray. Have the students wear blindfolds and see how many of the foods they can identify.

Variation

Set up a "smelling station" in a corner of the room. Place samples of foods with distinctive odors in coffee cans with opaque lids. Punch small holes in the lids so that the students can smell and try to identify the hidden foods.

Encourage students to bring in additional "mystery" foods to place in the cans.

Additional Activities

- Read ***The Sniff and Tell Riddle Book*** by R. McKie (see Resources, Section 1).
- Make arrangements to take the class into the cafeteria while lunch is being prepared. Can the students smell and identify any of the foods that will be served?
- Discuss favorite foods and how they smell. Have students draw pictures of favorite foods that have distinctive odors.
- Examine your science textbook to see if a food activity would complement a science lesson. For example, a food activity could be used to teach students about their senses as discussed in ***Addison-Wesley Science, Level K***, 1984, Unit 4, "Our Senses," pp. 48-58.

Evaluation

- Can students identify familiar foods by feel and by smell?
- How many new foods can students identify by feel and smell?

What Does It Taste Like?

Advance Preparation

Bring Munch puppet.

Collect Dairy Council cardboard food models (see Resources, p. 25), magazine pictures, or actual foods for comparison.

Word Associations

Let Munch introduce new vocabulary words that describe the taste, texture, and temperature of foods. He can ask students to name at least one food that has the characteristic of each new word. The objective is for students to begin to describe and differentiate the taste or texture of different foods; they will not be able to distinguish subtle differences. The following list gives characteristics and sample foods. Avoid highly sugared foods.

sweet—orange
sour—lemon, grapefruit
bitter—unsweetened cocoa powder
smooth—peanut butter, yogurt
chewy—raisin, kidney bean
dry—cracker, toast
crunchy—celery, carrot
crispy—apple, cucumber
juicy—plum, watermelon
lumpy—oatmeal, rice
creamy—pudding
cold—milk
hot—soup
solid—cheese
liquid—water
soft—banana
hard—carrot
bland—potato

Many foods can be described in more than one way. For example, carrots are both crunchy and hard. Peanut butter with peanuts is both smooth and crunchy.

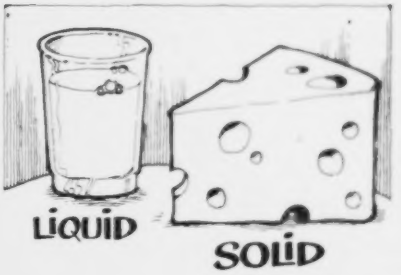
Contrasting Foods

After the students have had firsthand experience with a variety of foods, such as those listed above, let Munch ask them to organize several foods or pictures of foods in pairs by contrasting characteristics. He may need to give an example or two to help students get started.

sweet-sour (orange-lemon)
solid-liquid (cheese-milk)
dry-juicy (cracker-grape)
smooth-lumpy (pudding-oatmeal)

When the students have finished, put descriptive labels near the pairs of foods that they have contrasted. (Examples: hard-soft; crunchy-smooth)

Give the students two or three additional cardboard food models or pictures. Ask them to select appropriate labels for these new foods.



Use the many opportunities presented during lunch and snack times to talk about the similarities and differences among food taste and textures.

Additional Activity

- Read ***Lentil*** by R. McCloskey (see Resources, Section 1). Pass around small slices of lemon for the students to suck. How do their mouths feel? Do they pucker? Can anyone whistle after sucking on a lemon?

Evaluation

- Can students use such words as sweet and sour or lumpy and smooth to compare and contrast the tastes of different foods?

Food Matching

Advance Preparation

Collect two duplicate pictures of 10 to 15 different foods from magazines or use Dairy Council cardboard food models. Mount each magazine picture on cardboard and cover with clear contact paper for protection.

Write alphabet letters on newsprint or cards to match the number of food cards.

Concentration Food Match

(A card game for 3 to 4 students.)

Scramble the food cards. Place them face down on a table.

Have students take turns trying to match pairs by turning over two cards. If the cards match, the student removes them from the table and holds them until the end of the game. If the cards do not match, the student returns them face down to the table.

When all of the pairs have been matched, ask the students to discuss their foods. What are they? How do they look, smell, and feel? How do they taste? What other foods are similar to them in taste, color, shape, and other characteristics?

Foods and Letters

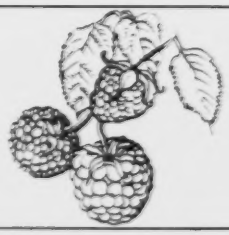
(A card game for individuals or a small group of students.)

Place food cards, picture side up, on a table. Give students alphabet letter cards or a piece of newsprint with letters written on it (see illustration). Have students match the foods with the letters they begin with.

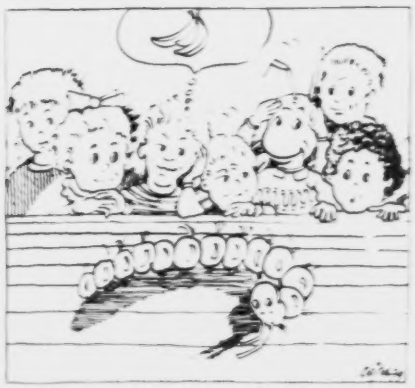
Evaluation

- Can students match pictures of foods by their distinctive physical attributes?

Example

Foods and Letters					
A		B		R	
G		S		P	

Food Riddles



Play "Munch Says"

This game is played like "Simon Says." The object is for the students to learn the shapes of various foods by trying to form that shape. You or a student can call out what Munch says. Mimic the shape to be formed to assist the players, or bring in foods or pictures of foods for the students to look at.

Examples

"Munch says . . . be a red apple!"
The children curl up like a ball.

"Munch says . . . be a yellow banana!"
The children stretch out on the floor and lie slightly curved.

"Be a stalk of crisp green celery!"
"Ha, Ha . . . I caught you. I didn't say 'Munch says.'"

Play "Fruits and Vegetables"

Ask each student to pretend to be a different fruit or vegetable.

Ask the students who are green foods to stand in one group, those who are yellow foods to stand in another group, and so on.

Next, ask the students to regroup by shape. For example, ask those who are a long food to stand in one group while those who are round stand in another group.

To check whether the children are in the right groups, ask, "What are you?" A student can reply, "I am a long green celery stalk," or "I am a round orange."

Play "Guess My Name"

Have each student describe him/herself as a food. Other students try to guess the food.

Example

"I am orange. I am a fruit. I am round and sweet. You can peel me. What am I?" (Answer: An orange)

Evaluation

- Can students accurately describe or represent the physical characteristics of foods?

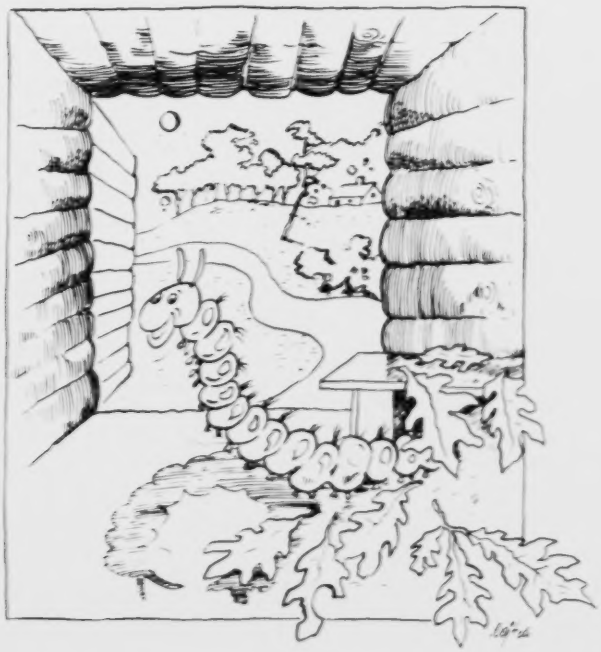
Section 2

Munch with Munch

Delicious and Nutritious

Understanding:

There are many different kinds of nutritious foods.



From J. Randell and C. Olson, **Early Childhood Nutrition Program**, adapted for **Nutrition Comes Alive**

Activities	Subject
6. Munch Tries New Foods	Language Arts
7. Tasting Party	Science, Music, Language Arts
8. Making Munchies	Science, Math
9. Sociodramatic Play in Your Classroom	
10. Count with Munch	Math

Resources

Bread and Jam for Frances. R. Hoban. New York: Harper & Row, 1964.
Frances wants to eat bread and jam for every meal, no matter what is placed before her. When her mother gives her bread and jam for every meal, Frances reconsiders and decides she would rather try different foods.

Green Eggs and Ham. Dr. Seuss. New York: Random House, 1960.
Sam-I-Am induces an extremely resistant Cat to try green eggs and ham.

Bembelman's Bakery. M. Green. New York: Four Winds Press, 1978.
One day in the Old Country, seven brothers and sisters decide to surprise their Mama by baking bread. Delightful illustrations show the dough as it begins to rise and rise—out of the oven, up the walls, and out the window. The bread is so delicious that the family moves to America and opens a bakery. The book will be a good accompaniment to breadmaking time in the primary grades.

The Magic Cooking Pot. F. M. Towle. Boston: Houghton Mifflin, 1974.
Magnificent batik illustrations enhance this folk tale about the familiar bountiful pot that serves unending rice to the fortunate man in India who finds it.

Three Stalks of Corn. L. Politi. New York: Charles Scribner's Sons, 1976.
Angelica learns the legend of corn and its significance in the Chicano culture from her grandmother while they make tortillas and other corn products. The illustrations are warm and detailed.

The Story of Johnny Appleseed. Aliki. Englewood Cliffs, NJ: Prentice-Hall, 1963.
Johnny Appleseed plants seeds that grow into trees.

Green Grass and White Milk. Aliki. New York: Crowell, 1974.
The production of milk from the cow to the dairy is shown. How to make yogurt and cottage cheese is also included.

Hamburgers and Ice Cream for Dessert. E. Clymer. New York: Dutton, 1975.
A family lives in a make-believe country where the people eat a limited number of foods. The family is forced to expand the variety of foods they eat when they are stranded on an island.

Munch Tries New Foods

Advance Preparation

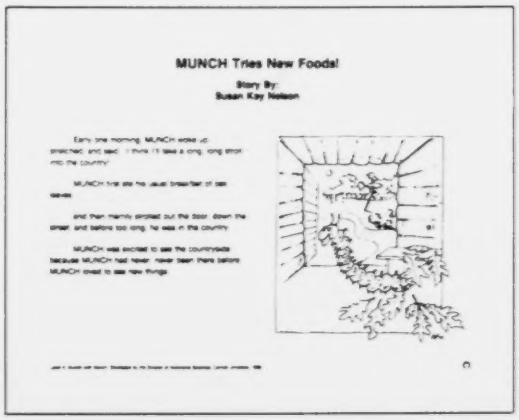
Bring Munch puppet.

Put a tomato, green pepper, strawberry, carrot, leaf of spinach, and bean in a bag.

Write verse 1 of the Munch song on newsprint, chalkboard, or easel or copy song (work sheet B) for each student.

Copy the story "Munch Tries New Foods" (work sheets C) for each student.

"Munch with Munch" Song



MUNCH Tries New Foods!

Story By:
Susan Kay Nelson

Favorite Foods

Ask each student to name one favorite food. Then ask them if they would like to eat *only* that food each day. Take a hand vote, tally the response, and write it on the chalkboard.

New Foods

Explain that Munch knows it's fun to try new foods. In fact, Munch wants to share some new foods that he tasted recently.

One by one take some of the nutritious foods listed under "Advance Preparation" out of a paper bag. If fresh foods are a problem use Dairy Council cardboard food models.

Questions for conversation:

—Have you ever eaten this food?
—How would you describe it?
—What does it taste like?

Read "Munch Tries New Foods," the ten-page story on work sheets C using the Munch puppet in your hand as the storyteller. The students will learn how Munch discovered new foods while taking a long stroll in the country.

Questions for conversation:

—Why did Munch take a stroll in the country?
—What did Munch eat every day before he met Squirm Worm?
—How did Munch feel after strolling a long, long time?
—Have you ever felt that way?
—What did Munch forget to bring with him?
—What did Squirm Worm suggest that Munch eat?
—Why didn't Munch want to eat fruits and vegetables?
—Have you ever said you didn't like a food before you tried it?
—After Munch tried some new foods, which foods did he enjoy?
—Have you ever eaten any of the foods Munch ate?
—How did Munch feel after eating some new foods?
—What did Munch learn from his visit with Squirm Worm?

Reinforce the story's key points: food gives us energy, and it is fun to try new foods.

Munch with Munch Song

Teach the students the "Munch with Munch" song to the tune of "Row, Row, Row Your Boat." Help the class sing the song with the original words. Then sing the new words following the verse written on the board or in the copies you prepared for the class. Verses 1, 2, and 3 relate to activities in this section. Verse 4 relates to activities in section 3.

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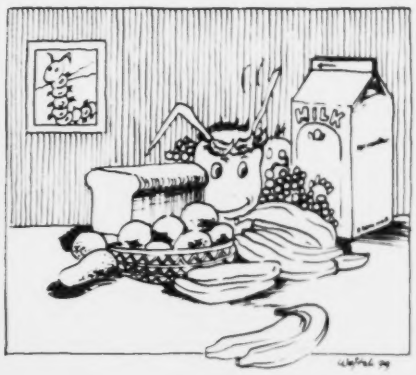


Additional Activities

- During free time in the next week have the students color their Munch storybook. Then they can take it home for their parents to read to them.

- Read aloud the story ***Bread and Jam for Frances*** by R. Hoban (see Resources, Section 2). Discuss the following questions:

—What was Frances's favorite food?
—What happened when she ate only that food?
—What other foods did she like?
—What do you think would happen if you ate only your favorite food?

Evaluation

- Are students more willing to try new foods after doing activities than before?

- Give them a tasting test before and after they participate in the activities. Include several unfamiliar foods in each test. Count the number of new foods that students taste to determine how willing they are to try new foods.

- If students previously indicated that they would like to eat *only* their favorite foods, do they still feel the same way?

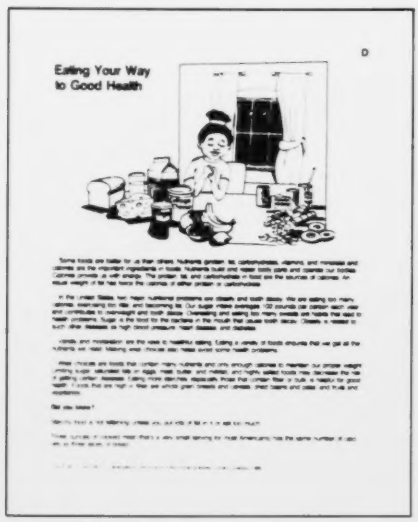
Tasting Party

Advance Preparation

Collect foods or send a letter to parents asking for specific foods for the tasting party activity.

Find pictures and books to read aloud that complement foods chosen.

Copy the two-page letter D to parents for each student.


D

Eating Your Way to Good Health

Tasting Party

Plan a series of "tasting days." Start with a "fruit tasting day" or a "vegetable tasting day." Conduct this activity over a period of weeks and ask parents to help supply the food.

Choose nutritious foods the students are not familiar with including fruits, vegetables, cheeses, or beans. Serve the vegetables with a dip and the cheese with crackers or bread.

Give the students an ample opportunity to look at, feel, smell, and taste each of the foods presented. Write words that describe the foods on the board. (Example: raw carrot—crunchy, orange-colored, pointed, thin, round) Ask students to indicate whether they liked each food by raising their hands. Keep a tally of the foods students liked and disliked.

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Versatile Foods

Have students taste different forms of the same food. Some of these forms could be prepared in class or in your school cafeteria. For example:

Apples: raw, dried, applesauce, baked apple, apple jelly, apple butter, juice, cider, freeze-dried apple

Carrots: raw, cooked, puréed, grated, juice

Grapes: juice, raisins, jelly

Milk: buttermilk, skim milk, yogurt, cottage cheese, cheese

Ask students to think of more foods such as potatoes or oranges that come in different forms.

Letter to Parents

To help involve the parents in their children's learning, give each student a copy of letter D to take home to their parents. The letter promotes foods for good health and suggests foods for nutritious snacks.

Additional Activities

- Students can make scrapbooks featuring their favorite foods. Staple sheets of paper together to form "books." Ask students to draw their favorite foods, then help them label their drawings. As students taste new foods and discover additional favorites, they can add them to their books. For durability, laminate the books or cover them with clear contact paper.

- The second and third verses of the "Munch with Munch" song are designed to encourage individual participation. In the second verse students can take turns naming a vegetable. In the third verse they can take turns naming a fruit. As you taste new foods add them to the song.

  When the students taste breads, milk, and juice, work with them to make up their own middle lines for the song.

- "Aiken Drum" is another traditional song that invites audience participation. Students can name any foods as parts of an imaginary person called Aiken Drum, for example, eyes made of grapes, mouth made of meatball, and so on. Encourage students to compose verses using nutritious foods. See the song sheet on the next page.

- Read-aloud books make delightful tie-ins with tasting activities. The following books will be enjoyed by your class and will encourage students to try new foods (see Resources, Section 2):

  Green Eggs and Ham by Dr. Seuss
  Bembelman's Bakery by M. Green
  The Magic Cooking Pot by F. Towle
  Three Stalks of Corn by L. Politi
  The Story of Johnny Appleseed by Aliki
  Green Grass and White Milk by Aliki
  Hamburgers and Ice Cream for Dessert by E. Clymer

Evaluation

- Are students more willing to taste new foods after doing activities than before? (see Evaluation for Activity 6)

- During play in the house corner, do students talk about foods they tasted?

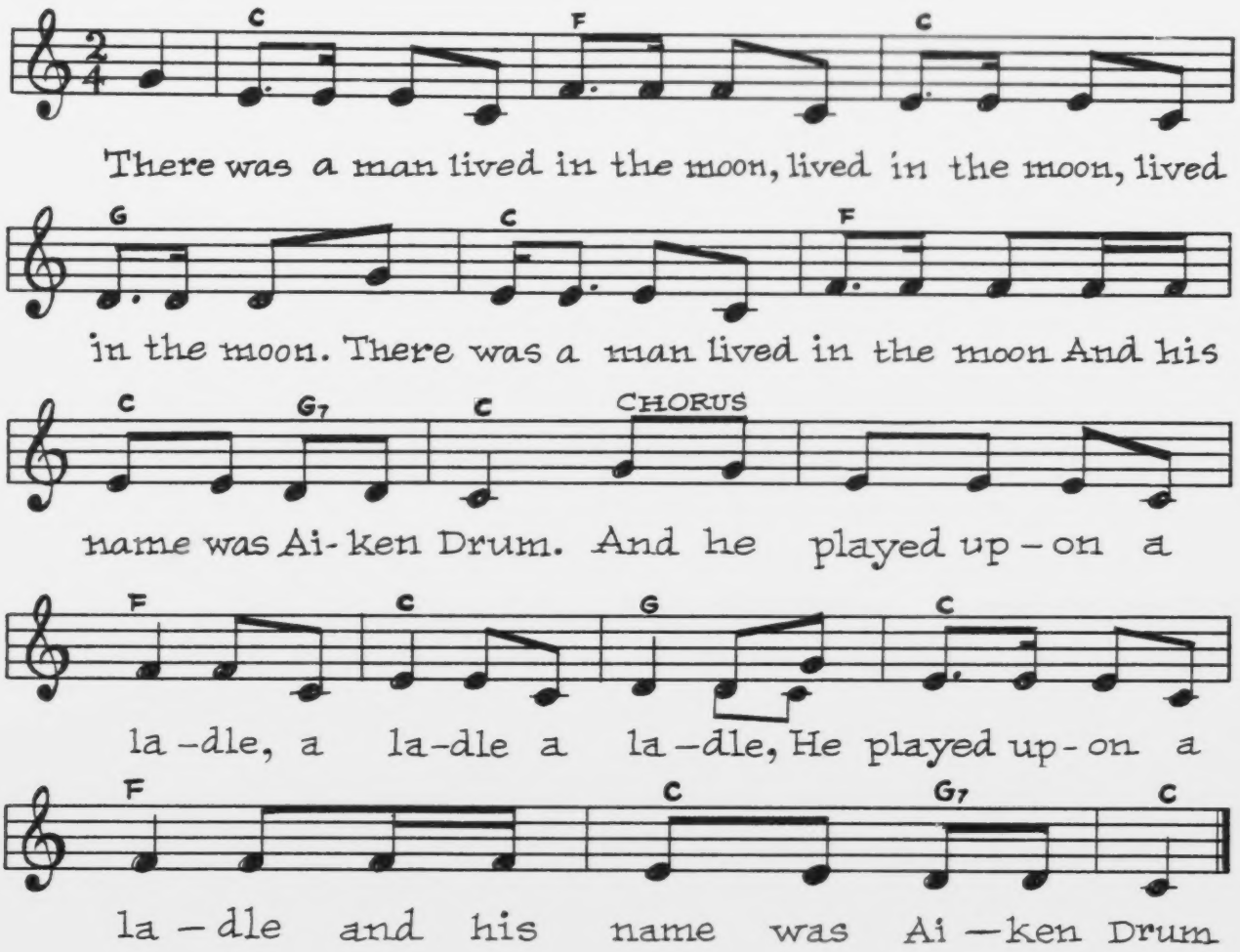
- After examining different forms of the same food, how many different forms can students name?

Aiken Drum

Traditional Scottish Song

Section 2

An excellent audience participation song because it stimulates the imagination and is easy to learn and to sing. Ask each child to lead a new verse after first singing a few to teach the song. Encourage composing verses using nutritious foods. An interesting way to sing the song and to promote learning of new foods is to use ethnic themes.

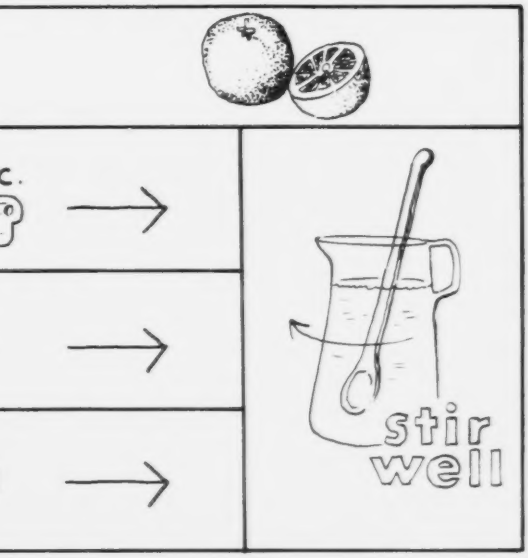

C F C
There was a man lived in the moon, lived in the moon, lived
G C F
in the moon. There was a man lived in the moon And his
C G7 C CHORUS
name was Ai-ken Drum. And he played up-on a
F C G C
la-dle, a la-dle a la-dle, He played up-on a
F C G7 C
la-dle and his name was Ai-ken Drum

And his head was made of cream cheese
Of cream cheese, of cream cheese
His head was made of cream cheese
And his name was Aiken Drum.

And his coat was made of good roast beef
Of good roast beef, of good roast beef
His coat was made of good roast beef
And his name was Aiken Drum.
And his breeches were made of haggis bags
And his name was Aiken Drum.

Final verse: And wasn't he a yummy man
And his name was Aiken Drum.

Making Munchies



Advance Preparation

Copy work sheet E for each student.

Bring foods for the recipe or recipes you will make in class.

Make a large illustrated copy of the recipe to place by the cooking area, as indicated.

Creative Cooking

Cooking activities provide an excellent opportunity for students to prepare and eat many new and nutritious foods. Recipes may be relatively simple or complex. Invite parent or community volunteers to help make the experience more relaxed and flexible by working with small groups of students.

Try out recipes before presenting them so you know what to expect. Teach students how to use each piece of equipment. With proper supervision, even young children can learn to use potentially dangerous cooking equipment.

Different foods, or different forms of the same food, might be prepared on separate occasions. For example, the students might prepare snacks using different raw vegetables or nutritious drinks once a week for several weeks.

Learning Concepts

Cooking helps students learn math and science concepts and practice language skills and physical coordination. Students can count, measure, and even weigh all of the ingredients as they work. They can also discuss various characteristics of the food such as its color and texture and how these change during cooking. Measuring, stirring, grating, cutting, and pouring help to increase motor coordination.

Illustrate Recipe Steps

On a large sheet of newsprint, number and illustrate each step of the recipe. Cover with clear contact paper and hang by the cooking area. See the example for Orange Nog.

Munch's Munchies

Try making some of the recipes on work sheet E. These recipes will familiarize students with a variety of nutritious foods.

Before the students prepare a recipe, discuss why certain ingredients are good for their body:

—milk and milk products help build bones and teeth (calcium)
—orange juice helps heal cuts (vitamin C)
—eggs help build muscles (protein)
—whole-grain or enriched flour helps make healthy blood (iron)
—spinach helps improve eyesight (vitamin A)

Students should not be expected to understand the abstract concept of nutrients in foods. Instead, emphasize the relationship of foods to body changes. Eating a variety of foods is important for good health. Try making other recipes from the cookbooks recommended in the introduction.

Have students take recipe sheets home to share with their parents.

Additional Activity

- Have students draw pictures of the foods that they prepared in class, circling those they especially liked. Help them label their drawings before taking them home to share with their parents.

Evaluation

- During free play in the house corner do students demonstrate proper use of cooking equipment? Do they talk about nutritious foods that they prepared in class?

Activity 9

Using food-related props during sociodramatic play

Sociodramatic Play in Your Classroom

Advance Preparation

Collect food props, utensils, costumes, and other items for a classroom house corner or store.

The content of a child's sociodramatic play reveals much about what is important to the child, as well as what the child understands in the world about him or her. Children engage in sociodramatic play in a variety of ways in the kindergarten classroom.

Set Up Play Areas

In many classrooms, the primary place where sociodramatic play occurs is the house corner, which usually has a pretend kitchen and other furniture. Sociodramatic play also occurs in the block corner, with clay, and at the sand or water table.

Since sociodramatic play is a major medium through which young children express themselves, it provides an excellent opportunity for the teacher to observe what children are gaining from the nutrition curriculum as well as a means to integrate the curriculum into these areas.

Provide Food-Related Props

Creating meaningful play environments is part of the teacher's role. Special items can be added to each area to go with the topic being discussed or an activity just experienced. Parents can be asked to contribute specific items. Here are some examples:

utensils from different countries

a baker's hat

the empty container from a spice just used in a cooking activity

a new utensil (such as a whisk)

dominoes, checkers, or poker chips to use as pretend foods

It is important to add new props continually and to take away some that have not been used recently. Also, the entire house corner could be turned into a restaurant or a store.

Observe and Guide Play

From observation and participation, the teacher can begin discussions based on the play as it relates to the curriculum objectives. Changes in or additions to the equipment can be made as the year progresses to introduce new problem-solving potentials and possibilities for new roles or activities.

Participate by assuming a role yourself:

"Hi! I'm a neighbor from next door. I brought over a quiche."

"Want to make bread? Do you remember what we need to do first?"

Evaluation

- Observation of the students during their play provides natural opportunities to see what they have learned about food.
- Keep a log of the children's conversations related to food. Use feedback to help determine which new activities to introduce or books to read to the class.

This activity was contributed by Ann Halpern, kindergarten teacher, Ithaca City School District, Ithaca, New York, 1985.

Munch with Munch **Section 2**

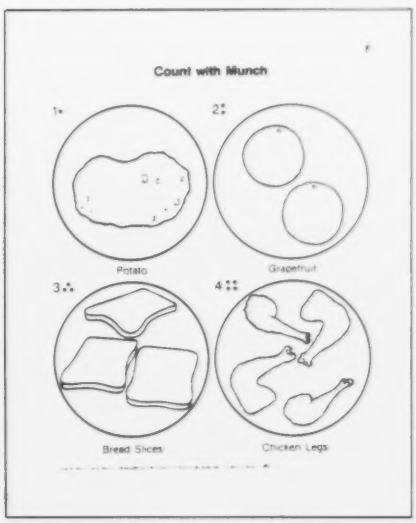
Count With Munch

Advance Preparation

Bring large pieces of paper, newsprint, or an old white sheet.

Copy the three pages of work sheet F for each student.

Bring a variety of dry beans for counting (optional).



Counting Foods

Counting can be integrated into all eating and cooking experiences. Continue to count and name foods as you go through this unit.

Example

Make a simple bar graph to show the variety of foods students ate for breakfast. At first, draw pictures of glasses of milk, juice, cereal, bread, pizza, muffin, or egg. Words can be attached to the pictures. Later, use small cubes or pieces of paper to represent the foods.

A Game to Play

Help a small group of students draw Munch on a large piece of paper or newsprint and trace five circles on his body as shown on the next page. Number the circles 1 through 5. The rest of the class can color the food circles on their work sheets and cut them out.

Play "Count with Munch" by having each student place his or her colored food circles in the right order on Munch's body. The number of foods in each circle should match the numerals written on Munch.

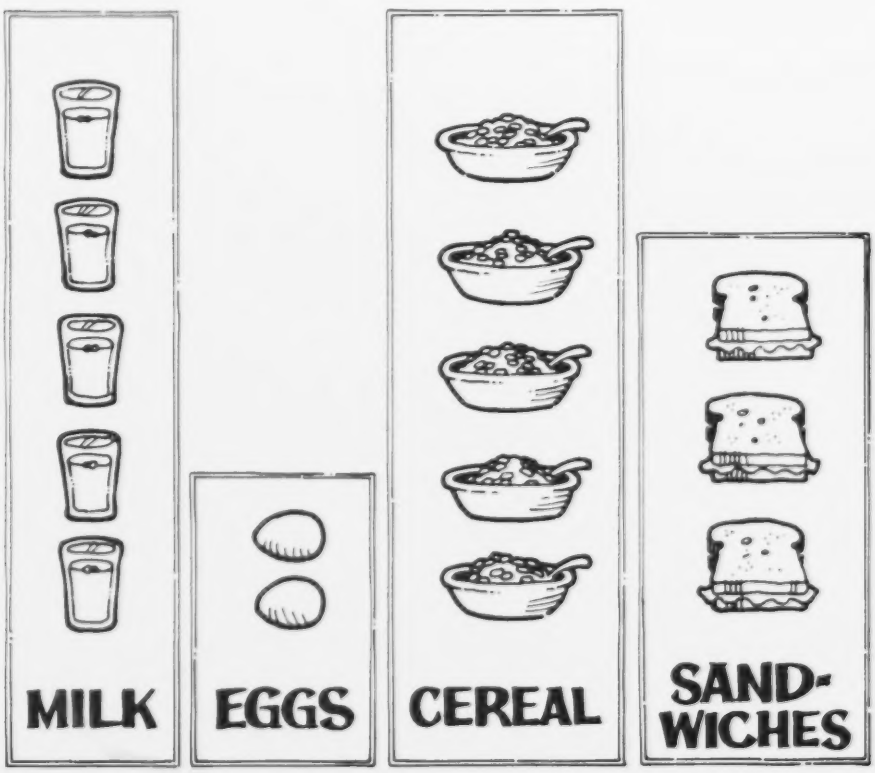
Emphasize the variety of foods included on the work sheet.

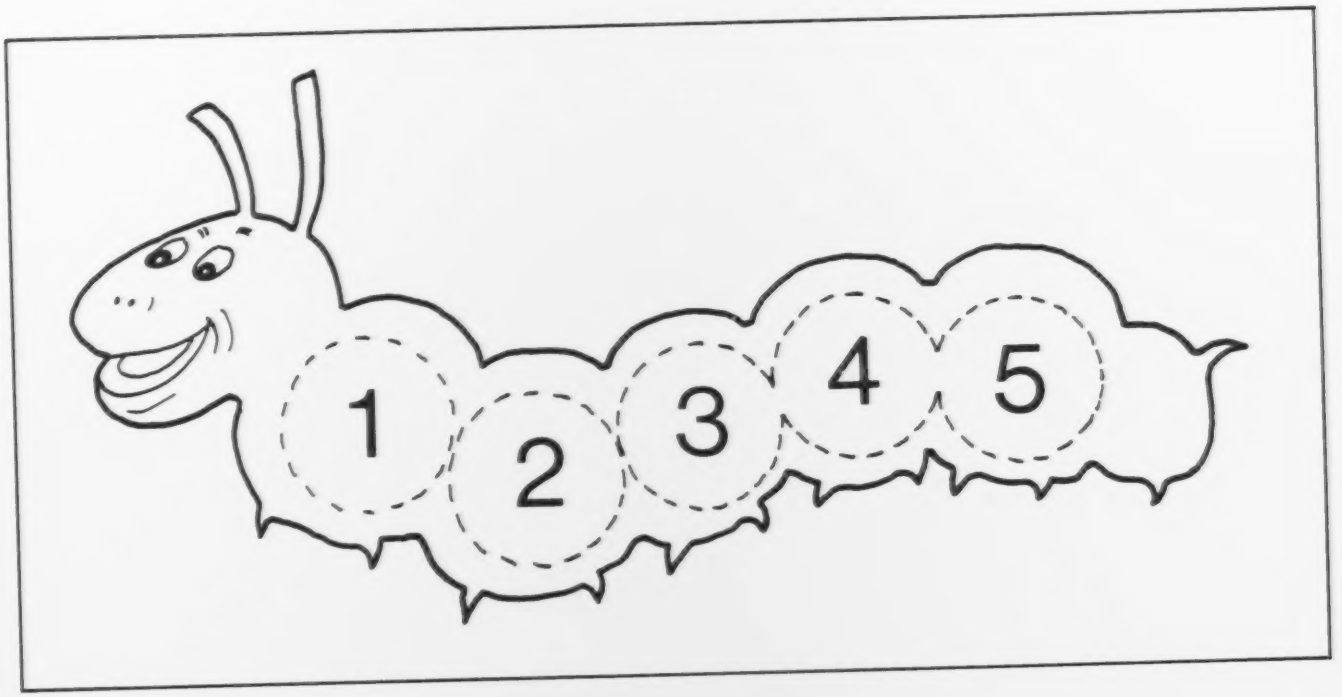
Variation

This activity can also be done with real objects. Dry beans can be used for counting and also as a way to introduce a variety of beans to the students.

Evaluation

- Can students count foods and match numbers with quantities of foods?




1
2
3
4
5

Section 3

Munch with Munch

Watch What You Eat

Understanding:

Some foods are better than others for good health.

From J. Randell and C. Olson, **Early Childhood Nutrition Program**, adapted for **Nutrition Comes Alive**

Activities

11. **Good for Me**
12. **Good Foods for Grow Power**
13. **Sugar: The Tooth Decayer**
14. **What's on the Tube?**
15. **Changing the Channel**

Subject

Health and Fitness
Science
Language Arts
Social Studies
Health and Fitness

Resources

The Very Hungry Caterpillar. E. Carle. New York: World, 1970.

A hungry caterpillar eats many nutritious and less nutritious foods as it prepares for the day when it will become a butterfly. The illustrations and format of this book are imaginative and delightful.

Yummers! J. Marshall. Boston: Houghton Mifflin, 1973.

This is a story of a pig who is an overweight, compulsive eater. She needs to diet and attempts to lose weight through exercise. She eats too much and complains that her stomachache must be from walking.

Tooth Brushing with Charlie Brown. 1978. Available from the American Dental Association, Bureau of Audiovisual Service, 211 East Chicago Avenue, Chicago, IL 60611.

This humorous 5-minute color, sound 16mm film reviews the basics of good dental care.

Good for Me

Advance Preparation

Bring

The Very Hungry Caterpillar by E. Carle (see Resources, Section 3).

A balloon.

Munch puppet.

Storytime

Use Munch to tell a story about how he found out that some foods are better for health than others. Have Munch read ***The Very Hungry Caterpillar*** or tell a story about a caterpillar friend that ate his way through every kind of candy in a candy store, got fatter and fatter, and didn't feel very good. Use a balloon with a caterpillar drawn on it and blow it up each time the caterpillar eats.

Questions for conversation:

—Why was the caterpillar so hungry?
—Which foods were good for him?
—Which foods gave him a stomachache?
—Have you ever gotten sick or had a stomachache when you ate too much candy or cake?
—Do those foods help you have nice hair, skin, teeth, bones, and muscles?

Problem Foods

Have Munch explain why some foods are not as good as others for your body. Name some specific foods.

Eating too much can make you fat.

You can get fat from eating too much of any food or from not being active. It is important to stop eating when you feel full and to be physically active so that your body uses up the energy from the food you eat.

Eating poorly is not good for your heart.

Eating foods with either too much salt (sodium) or fat or being overweight may hurt your heart when you grow up. Fresh vegetables and fruits make especially nutritious snacks because they have no fat and very little sodium.

Eating sweet food too often can hurt your teeth.

Your teeth are important for chewing as well as for your looks. Eating candy and sugary foods too often can hurt your teeth. Sugar feeds the germs (bacteria) that live on your teeth and cause cavities. To help prevent cavities, try to eat foods that are low in sugar. For example, choose unsweetened instead of presweetened cereal or an apple instead of a candy bar. Also, brush your teeth often.

Additional Activities

- Teach verse 4 of the "Munch with Munch" song. Sing the verse a couple of times and then sing the entire song.
- Read ***Yummers!*** by J. Marshall (see Resources, Section 3) and discuss the following questions:

  —Why did the pig get a stomachache?
  —Was it the food? The exercise?
  —Did *you* ever get a stomachache from eating too much?

- Look at and discuss the food that students eat and drink in school. What do they bring for lunch and/or snack? Encourage their consumption of nutritious foods.

Evaluation

- Can the students name several foods that should be eaten in moderation?

Good Foods for Grow Power

Advance Preparation

Collect pictures of nutritious and less nutritious foods.

Bring Munch puppet.

Bring food and toothpicks for snack "sculptures."

Munch Chooses

Have Munch tell students that he eats only certain kinds of foods. He does not eat foods that are not good for him. Foods that are not good for him are high in sugar or have mostly calories, such as candy bars, soda pop, potato chips, and sweets.

Pass out pictures of food to the students, making sure each gets at least one nutritious and one less nutritious food. Then ask them to feed Munch. They can first tell him what they have to give him and ask him if he will eat it. If it is nutritious, he will. They can put the food in his mouth as he explains that he loves carrots because they are crunchy, good for his eyes, or help him grow. Then stretch his body up over your arm a short distance to demonstrate that he is growing.

If they offer Munch less nutritious food, he will refuse to eat it. Munch always explains why ("bad for my teeth, it will give me cavities") and asks if they have something else he might try. Make sure all students get a chance to feed him and that they are free to guess beforehand what he will eat and why.

Make Snack "Sculptures"

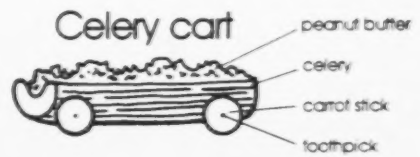
Make nutritious snack "sculptures." Give students foods and toothpicks to make sculptures like those illustrated.

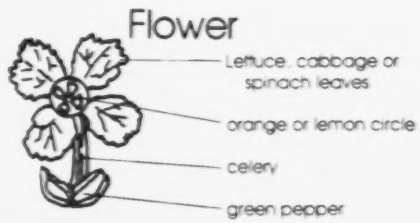
Additional Activities

- Sing verse 4 of "Munch with Munch."
- Sing "Aiken Drum," using only foods that Munch would eat. (See song sheet in Section 1)

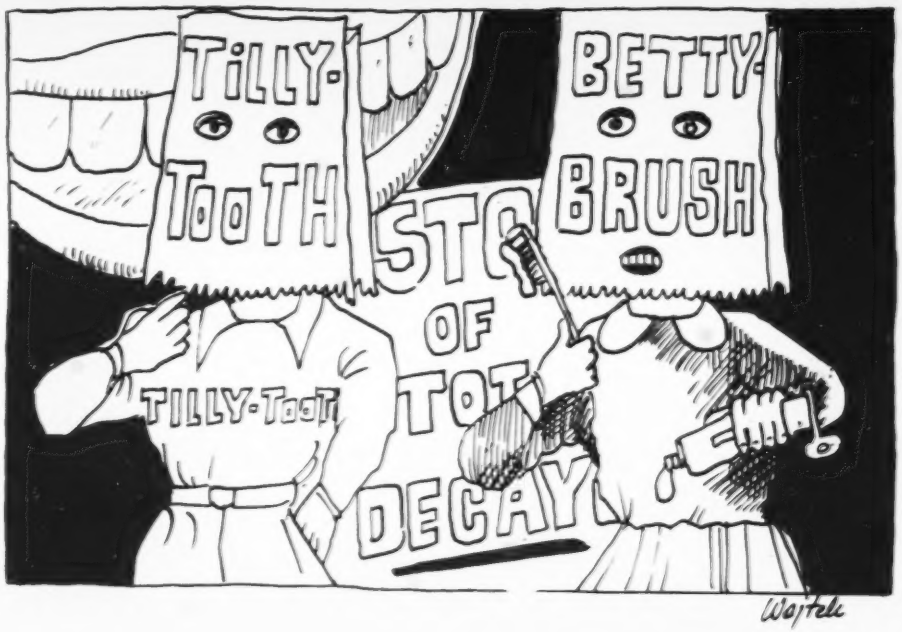
Evaluation

- When presented with a selection of foods or pictures of foods, can students select three or four nutritious foods that Munch will eat?





Sugar: The Tooth Decayer



Advance Preparation

Bring paper bags for making masks.

Active Storytime

Have students make paper bag masks that picture an evil germ, a sugary food like a candy bar or sugary drink, a smiling tooth, and a heroic toothbrush. Explain each of the characters in the following story, "The Tooth Decayer," and have the students act out the parts using their paper bag masks.

Geraldine Germ lives in the mouth on teeth. She is the tooth decayer.

Susy Sugar is the favorite food of Geraldine Germ. Geraldine can live only if Susy visits her often. When they get together they have a great time.

Tilly Tooth is afraid of Geraldine Germ and Susy Sugar because when they get together on her, they can make a hole in her that hurts.

Betty Brush wants to save Tilly Tooth from getting holes, so she visits Tilly Tooth two times every day and brushes away Geraldine Germ and Susy Sugar. (Betty Brush wishes that Susy Sugar would stay away because then Geraldine Germ would not be able to hurt Tilly.)

Questions for conversation:

—How do you get a toothache?
—Why does brushing help you have healthy teeth?
—What foods can hurt your teeth?
—What foods can you eat instead?

Additional Activities

- Show the film ***Toothbrushing with Charlie Brown*** (see Resources, Secton 3). This humorous film emphasizes the basic practices necessary for dental health.
- Invite the school nurse or dental hygienist to visit the class and talk about dental health.
- Use "disclosing" tablets, available from a local pharmacy. When chewed, these red tablets show where germs live on your teeth, so you can brush them away. Before using disclosing tablets, get permission from parents. Some may object because the tablets leave the mouth a purple color for several hours or up to two days. Point out to the parents that disclosing tablets are a good tool for teaching children how to brush properly.

Evaluation

- Can students explain how sugary foods can hurt their teeth?
- Can students explain how to care for their teeth?

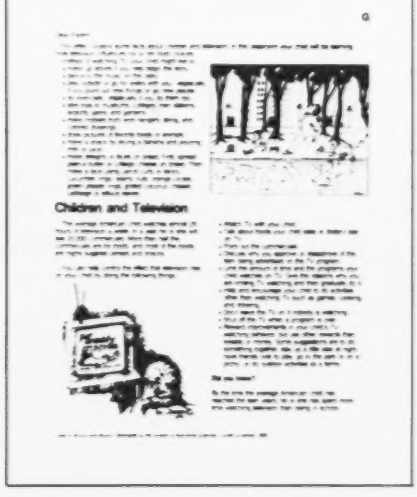
What's on the Tube?

Advance Preparation

Bring samples of heavily advertised foods to compare with samples of similar foods that are not advertised.

Bring or have students bring some toys that came in cereal boxes, along with the boxes.

Copy letter G to parents for each student.


Children and Television

Foods on TV

Ask each student to draw a food he or she has seen advertised on TV. Then have them show their pictures to the rest of the class. List the foods students drew on the chalkboard.

Questions for discussion of each food:

—Have you ever eaten it?
—Describe how it tastes.
—Does it have a lot of sugar? If yes, what could you eat instead?
—Do you like it?
—What is another food that you like that is not usually advertised on TV?

Make a list of all the foods students like that are not advertised on TV. Discuss whether the foods are "good" or "not so good."

Emphasize that many "not-so-good" foods, containing lots of sugar, are advertised on TV. The purpose of an advertisement is to get people to buy the food. Just because foods are advertised on TV does not mean they are good for you. There are many delicious and nutritious foods that are not often advertised.

Prizes in Food Packages

Examine several toys that were included in cereal boxes, along with the boxes.

Questions for discussion:

—Have you seen this cereal and toy advertised on TV?
—Is the toy as good as the TV ad said it would be?
—Would you play with it?
—Did you ever buy cereal to get a special toy?
—Did you play with the toy?
—Did you like the cereal that you bought to get the toy?

Emphasize that prizes are included to persuade you to buy the food. Prizes do not make the food better for your body. TV can often make something look bigger or better than it really is.

Compare Foods

Have students compare the taste of a food that is heavily advertised with that of a similar food that is not advertised. Examples to compare are fruit drink and fruit juice or two different breakfast cereals.

Letter to Parents

To help involve the parents in their children's learning, give each student a copy of letter G to take home. The letter gives parents several tips to help lessen the impact of television on their children as well as suggested activities to substitute for television viewing.

Evaluation

- Can students name some sugary foods that are advertised on television?
- Can students name some foods they could eat instead of the sugary foods?

Changing the Channel

Advance Preparation

Collect one picture of food or empty food package for each child in the class. Choose a few sugary "not-so-good" foods often advertised on TV but have primarily "good" foods.

Bring a record or cassette tape and player. Choose lively music.

Play Musical Advertisements

Place the pictures or packages on the floor to form a large circle. Include only a few "not-so-good" foods. Explain that each picture or package represents an advertisement that students might see on TV. Advertisements might show "good" or "not-so-good" foods. Review each item with students to decide whether or not it is good.

Play the music while the students skip, walk, or run around the circle. Occasionally, say "let's change channels" as a signal for the children to move in the opposite direction.

Stopping the music is a signal for the students to stop where they are. Tell the students to look at the food in front of them. Is it a "good" food or a "not-so-good" food? Those children in front of a "not-so-good" food are out.

Remove a few "good" foods from the circle (the same as the number of students who were out) and begin the game again. Repeat until only "not-so-good" foods remain in the circle.

Emphasize that "not-so-good" foods are seen on television more than "good" foods.

Reinforce the idea that foods do not have to be advertised on television to be good.

Dramatize a Poem

Read the poem "TV Instead" to the class. Help the students "act out" the poem as you read it.

Discuss why spending a lot of time watching TV is a problem. Ask the following questions:

—How do you feel when you watch a lot of TV?
—What other things could Harry have done besides watch TV?
—What active things do you like to do?

Have students draw pictures of some favorite "active" activities.

Evaluation

- When given assorted pictures of food, can students separate the nutritious from less nutritious foods?

TV Instead

At the TV Harry sat.
You always knew
Where he was at.

He never ran,
He never jumped,

But just sat there,
His shoulders humped.

Here, Harry, hurry, come play ball
with Henry and me!

He never stirred,
Or moved his head.
He'd rather see
TV instead.

So all his muscles withered away.
And there he sits
Until this day.

"TV Instead" by Mary Neville, in ***Can Do***, prepared by the Bank Street College of Education, Irma Simonton Black, ed. © 1972 by Houghton Mifflin Company. Reprinted with permission of the publishers.

Appendix 1

Dairy Council Offices in New York State

Dairy Council of Niagara Frontier Area
Buffalo (716) 634-1080

Dairy Council of Metropolitan New York, Inc.
New York (212) 682-7961

Dairy Council of Rochester Area, Inc.
Rochester (716) 288-1758

Dairy, Food and Nutrition Council, Inc.
Area Offices:
Arkport (607) 295-7222
Binghamton (607) 724-7598
Latham (518) 785-5441
Poughkeepsie (914) 452-5630
Syracuse (315) 475-2721

Appendix 2

Cornell Cooperative Extension

ALBANY
518-765-2874

Cooperative Extension
Albany County Resources Development Center
Martin Road, R.D. 2, Box 131
Voorheesville, NY 12186

ALLEGANY
716-268-7644

Cooperative Extension
R.D. 1, Box 226
Belmont, NY 14813

BROOME
607-772-8953

Cooperative Extension
Farm, Home and 4-H Center
840 Front Street
Binghamton, NY 13905

CATTARAUGUS
716-699-2377

Cooperative Extension
Cooperative Extension Center
Parkside Drive
Ellicottville, NY 14731

CAYUGA
315-255-1183

Cooperative Extension
Farm, Home and 4-H Center
248 Grant Avenue
Auburn, NY 13021

CHAUTAUQUA
716-664-9502

Cooperative Extension
Chautauqua County Agricultural Center
R.D. 2
Turner Road, Box 341 A
Jamestown, NY 14701-9608

CHEMUNG
607-734-4453

Cooperative Extension
425-447 Pennsylvania Ave.
Elmira, NY 14904

CHENANGO
607-334-2634

Cooperative Extension
Farm, Home and 4-H Center
99 North Broad Street
Norwich, NY 13815

CLINTON
518-561-7450

Cooperative Extension
Old Court House Building
Margaret Street
Plattsburgh, NY 12901

COLUMBIA
518-828-3346

Cooperative Extension
Extension Center
Route 66, R.D. #1
Hudson, NY 12534

CORTLAND
607-753-5077

Cooperative Extension
County Office Building
60 Central Avenue
Cortland, NY 13045

DELAWARE
607-865-6531

Cooperative Extension
Post Office Box 184
Hamden, NY 13782

DUTCHESS
914-677-5061

Cooperative Extension
P.O. Box 259
Millbrook, NY 12545

ERIE
716-652-1170

Cooperative Extension
Farm and Home Center
21 South Grove Street
East Aurora, NY 14052

ESSEX
518-962-8241

Cooperative Extension
Agricultural Center
Sisco Street
Westport, NY 12993

FRANKLIN
518-483-6767

Cooperative Extension
Cooperative Extension Headquarters
11 Brewster Street
Malone, NY 12953

GENESEE
716-343-3040

Cooperative Extension
Cooperative Extension Center
420 East Main Street
Batavia, NY 14020

GREENE
518-622-9820

Cooperative Extension
Extension Center
Route 3, Box 906
Cairo, NY 12413

HERKIMER
315-866-7920

Cooperative Extension
107 Court St.
Herkimer, NY 13350

JEFFERSON
315-788-8450

Cooperative Extension
223 JB Wise Place
Watertown, NY 13601

LIVINGSTON
716-658-2131

Cooperative Extension
158 South Main Street
Mount Morris, NY 14510

LEWIS
315-376-6551

Cooperative Extension
Post Office Box 72
(Outer Stowe Street)
Lowville, NY 13367

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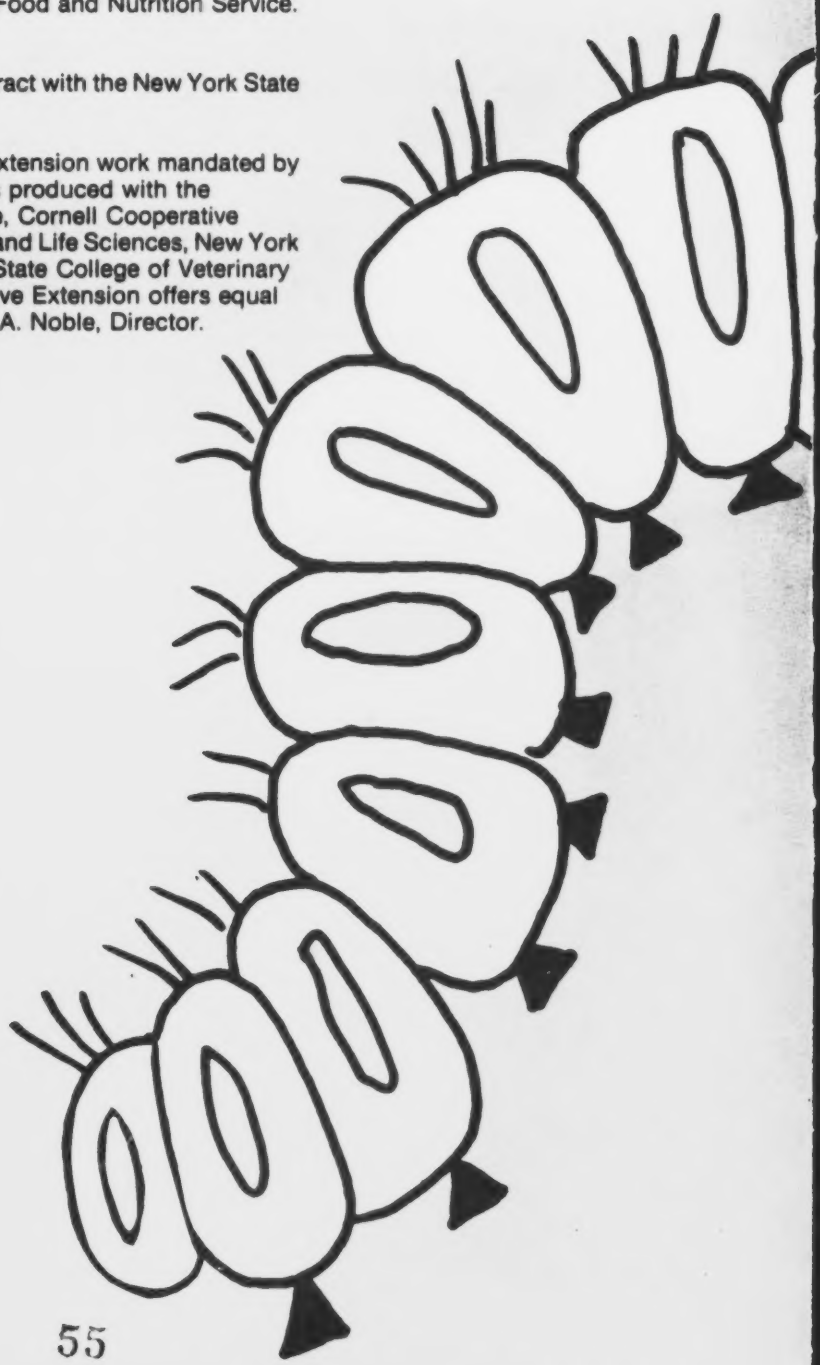


Munch with Munch

Level K

Work Sheets, Letters to Parents, Recipes
New York State
Revised Edition

NUTRITION COMES ALIVE

Nutrition Comes Alive

Level K
Munch with Munch

Work Sheets, Letters to Parents, Recipes

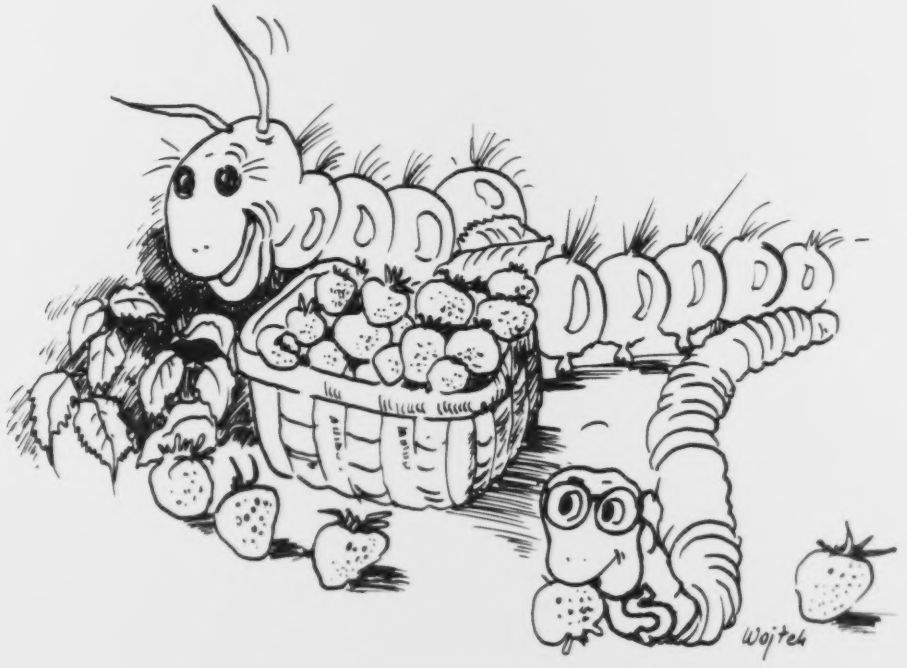
A Revision by
Tracy J. Farrell

Based on materials developed by Susan Kay Nelson
And by Jill Randell and Christine Olson
in the **Early Childhood Nutrition Program**

Division of Nutritional Sciences, a division of the New York State College of Human Ecology and the New York State College of Agriculture and Life Sciences, Cornell University, Ithaca, New York 14853. 1985.

Work Sheets, Letters to Parents, Recipes

Munch, Munch, Munch with Munch....



From J. Randell and C. Olson, **Early Childhood Nutrition Program**, adapted for **Nutrition Comes Alive**

Work Sheets, Letters to Parents, Recipes	Letter Code
For Section 1	
Letters to Parents	A
For Section 2	
"Munch with Munch" Song	B
"Munch Tries New Foods" Story	C
Letter to Parents	D
Making Munchies recipes	E
Count with Munch work sheet	F
For Section 3	
Letter to Parents	G

Dear Parent,

We are going to be doing many nutrition activities in the classroom. The activities will be fun for the children and will promote learning in many different ways.

These activities will help the children use their five senses to explore and become familiar with new foods. They will also help motivate the children to include a variety of nutritious foods in their diets and to broaden their food choices.

The children will bring home activity sheets and recipes that you can do together. You can extend and support the learning that your child will experience in school.

Thank you for your cooperation.

Food Habits Start Young

Children are not born with the ability to choose a nutritious diet. Their food habits, like those of adults, are learned through experience.

One of the first steps parents can take in starting their children on the road to practicing good food habits is to emphasize nutritious food. Parents can help moderate their children's intake of less nutritious foods while teaching them to practice good dental health.

Parents are children's first teachers. During the early years, children want to please their parents and will imitate their parents' behavior. Parents can teach their children healthful eating habits by setting an example.

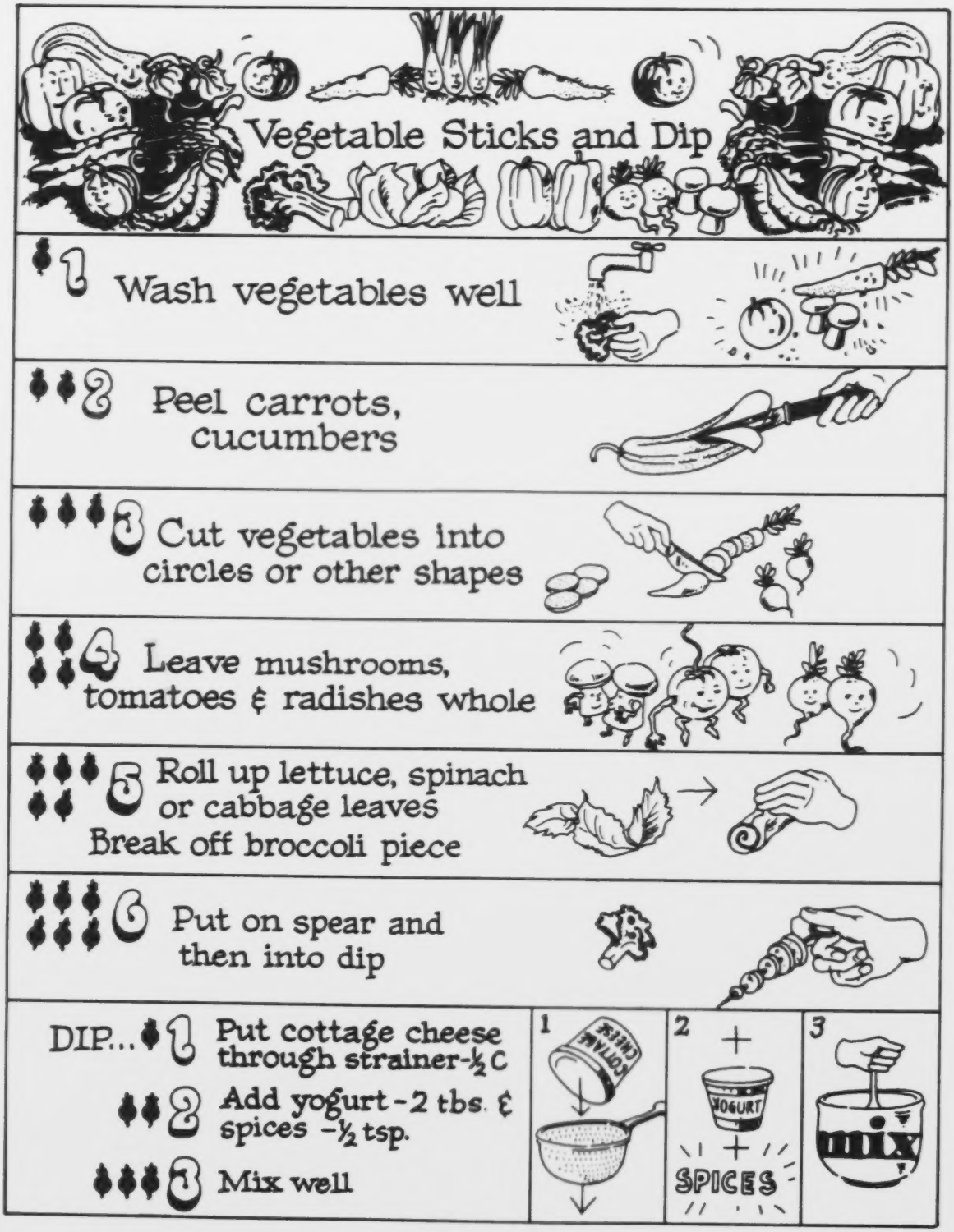
Children go through several stages, and these often show up at mealtime. The independent "No, I don't want that" stage is a common parental concern. Likewise, the food jag or wanting the same foods meal after meal causes parents to question the nutritional value of their child's diet.

Probably the key to avoiding future food problems is not to make a big issue of the situation and to continue offering a variety of foods. When dealt with in this manner, all stages eventually pass without causing nutritional problems.

Make vegetable sticks and dip with your child. For the recipe shown on the next page, you can use many different raw vegetables. Children are usually willing to eat foods they have helped prepare.

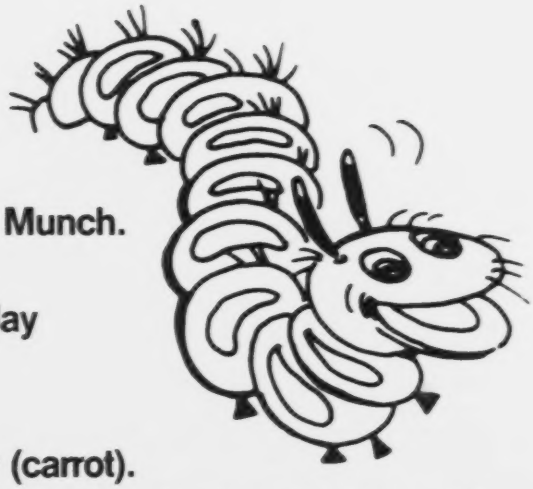
A

In the classroom your child will become familiar with some nutritious foods. You might enjoy preparing these vegetables with your child at home. It is important to supervise children when they cut vegetables.


Vegetable Sticks and Dip
1 Wash vegetables well
2 Peel carrots, cucumbers
3 Cut vegetables into circles or other shapes
4 Leave mushrooms, tomatoes & radishes whole
5 Roll up lettuce, spinach or cabbage leaves
Break off broccoli piece
6 Put on spear and then into dip
DIP...
1 Put cottage cheese through strainer-½ C
2 Add yogurt - 2 tbs. & spices -½ tsp.
3 Mix well
1
2
3
YOGURT
SPICES
mix

"Munch with Munch" Song

Tune: "Row, Row, Row Your Boat"



Verse 1
Munch, munch, munch with Munch.
It's fun to try new foods.
Eat all kinds of foods each day
for growth and energy.

Verse 2
Munch, munch, munch your (carrot).
(green pepper, celery, cauliflower, turnip, tomato, broccoli)
It is good to eat.
Crispy, crunchy vegetables
Simply can't be beat.

Verse 3
Munch, munch, munch your (apple).
(orange, banana, pear, plum, peach, grapes)
It is good for your health.
Crunchy, smooth, or juicy fruits
Make you feel so good.

Verse 4
Watch, watch, what you eat.
Watch sugar, salt, and fat.
Don't eat foods that aren't so good.
Munch wouldn't (eat them) if he could!

Level K, Munch with Munch. Developed by the Division of Nutritional Sciences, Cornell University, 1985.

MUNCH Tries New Foods!

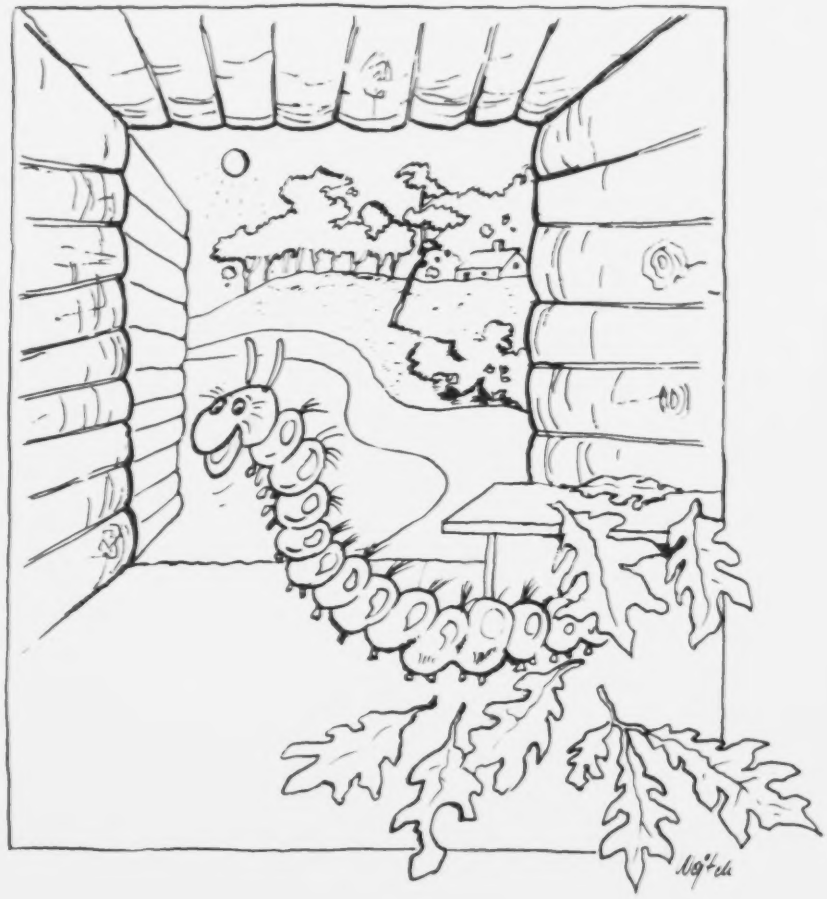
Story By:
Susan Kay Nelson

Early one morning, MUNCH woke up, stretched, and said, "I think I'll take a long, long stroll into the country!"

MUNCH first ate his usual breakfast of oak leaves . . .

and then merrily strolled out the door, down the street, and before too long, he was in the country.

MUNCH was excited to see the countryside because MUNCH had never, never been there before. MUNCH loved to see new things.



Level K. Munch with Munch. Developed by the Division of Nutritional Sciences, Cornell University, 1985.

While strolling along, MUNCH passed roosters crowing, cows mooing, horses whinnying, and pigs oinking.

"What strange animals," said MUNCH. MUNCH had never seen roosters, cows, horses, or pigs before!

Now, MUNCH had been strolling for a long, long time and was moving slower . . .

and slower . . .

and slower.

"I'm getting very, very weak and tired," cried MUNCH. "I need to eat—that would pep me up! If only I had some oak leaves to nibble on!"

MUNCH always ate oak leaves. MUNCH ate oak leaves for breakfast . . .

and oak leaves for lunch . . .

and oak leaves for dinner . . .

and even oak leaves for a snack!

In fact, MUNCH had never, never eaten anything but oak leaves!

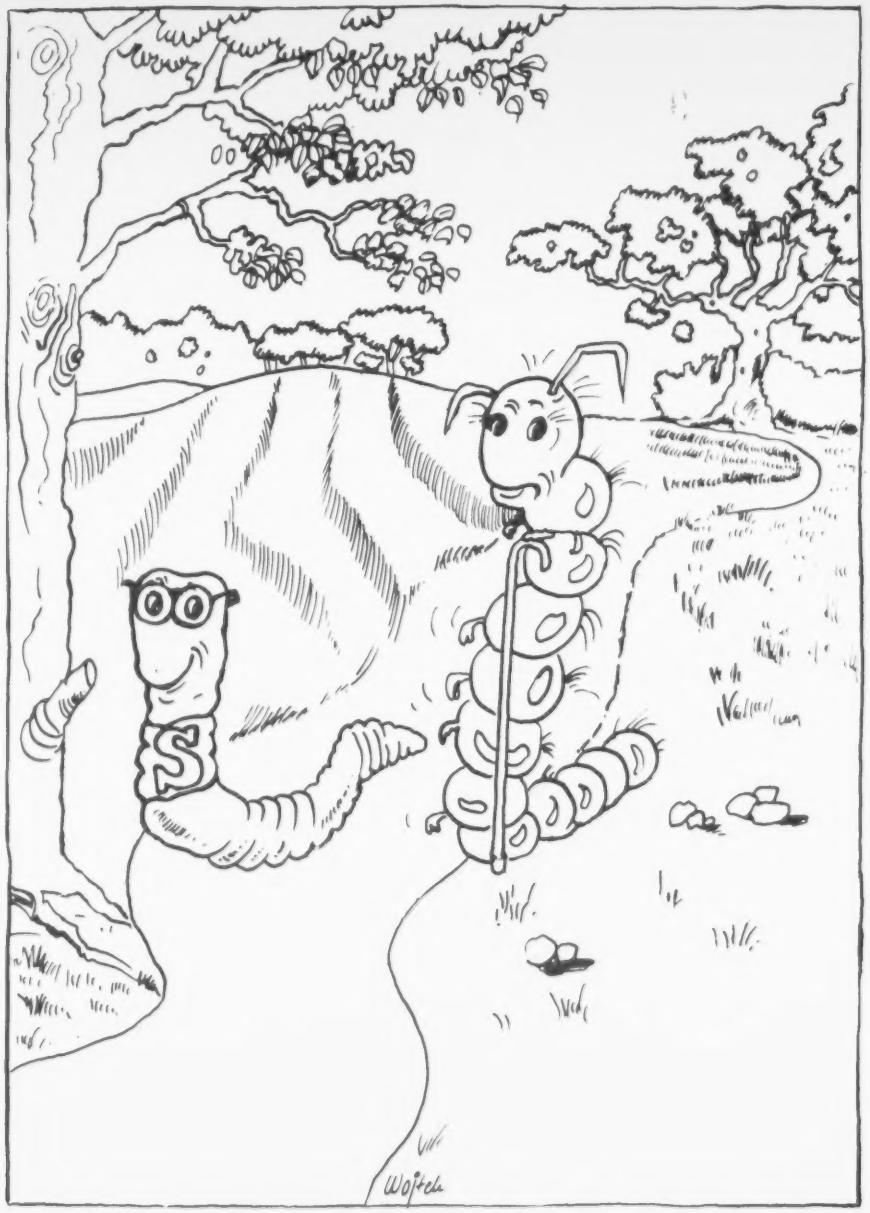
Just then, a little worm crawled over to MUNCH.

Level K, Munch with Munch. Developed by the Division of Nutritional Sciences, Cornell University, 1985.

"Hello, my name is Squirm Worm. I heard you talking about how hungry you are!" said the friendly Squirm Worm with a smile.

"Oh, hello Squirm Worm, my name is MUNCH . . . and yes, I am so very, very weak that I need to eat some oak leaves to pep me up! I forgot to bring some oak leaves for my lunch!" said MUNCH sadly.

"Don't be sad," said Squirm Worm. "I know of a little garden with all sorts of yummy fruits and vegetables . . . come on, I'll show you."



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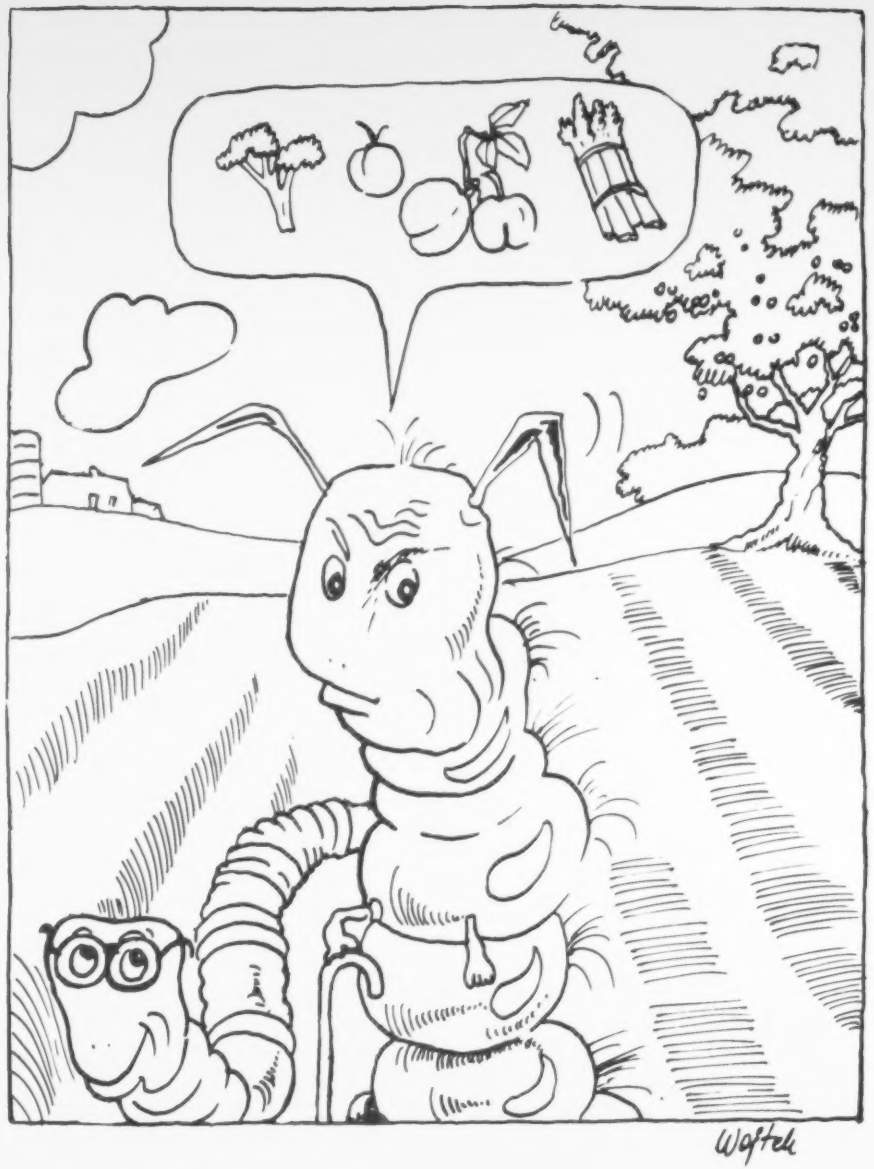
"But, I have never, never eaten anything but oak leaves before!" said MUNCH.

"Oh, MUNCH!" said Squirm Worm with surprise. "If you only eat oak leaves, you'll get sick! It's important to eat many different foods each day to feel great!"

"But, I don't think I'd like fruits or vegetables!" said MUNCH with a frown.

"How do you know, if you've never even tried fruits or vegetables before!" said Squirm Worm with a laugh.

"I just know!" cried MUNCH. "But . . . I am
very,
very
hungry!"



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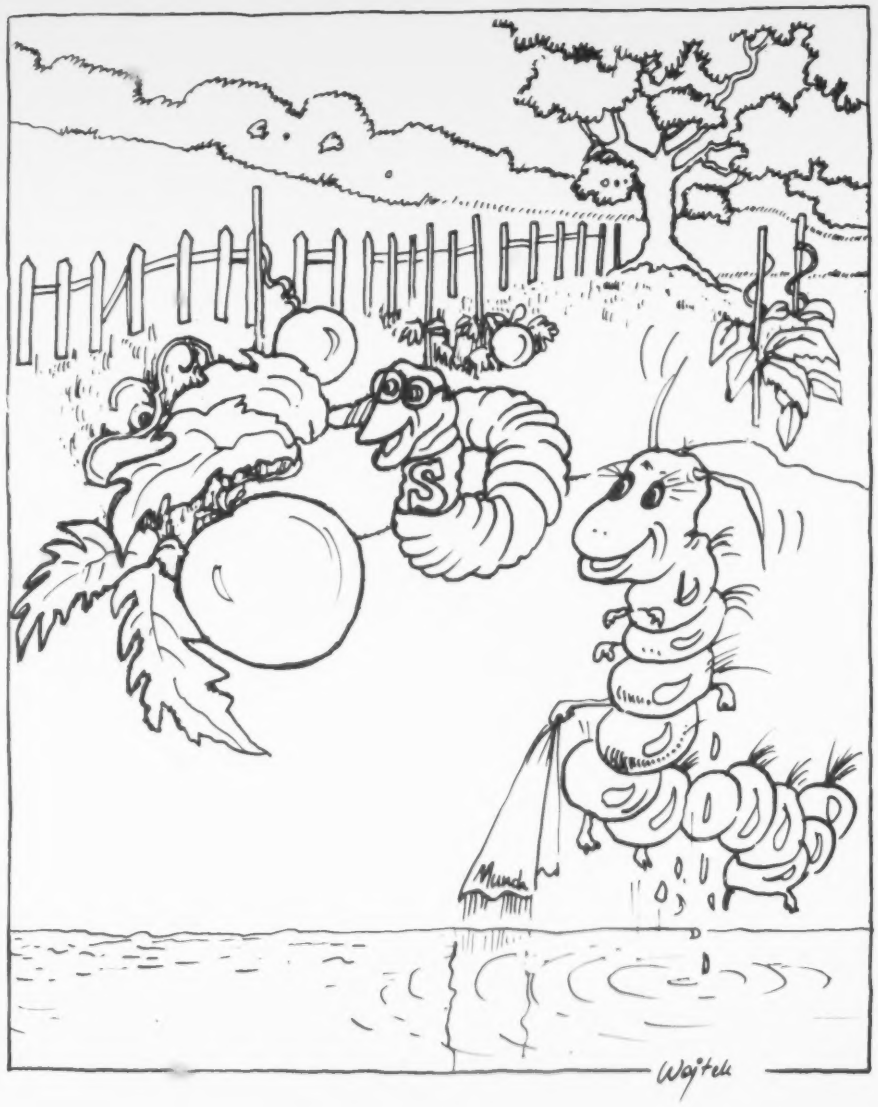
"Well then, let's try some new foods. Besides, it's lots of fun!" said Squirm Worm with a big, big smile.

So, MUNCH and his new friend Squirm Worm strolled over to the fruit and vegetable garden. They both washed up because they were going to eat.

"Well, now that I'm all clean," said Squirm Worm, "I'm going to start nibbling on that big, big red tomato over there! Why don't you try it too, MUNCH, at least a little bite!"

MUNCH watched Squirm Worm take a big, big bite out of the big, big red tomato.

"Come on, try it, MUNCH. It's delicious!" shouted Squirm Worm.



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C

So MUNCH slowly went over to the big, big red tomato and took a tiny, tiny bite. Suddenly MUNCH looked so surprised.

"It is delicious!" cried MUNCH. "And it's much, much juicier than oak leaves!"

"Let's try a little of that big green pepper over there!" yelled Squirm Worm.

So, both Squirm Worm and MUNCH went over to the big green pepper. Squirm Worm took a big, big bite out of the big green pepper, and MUNCH watched.

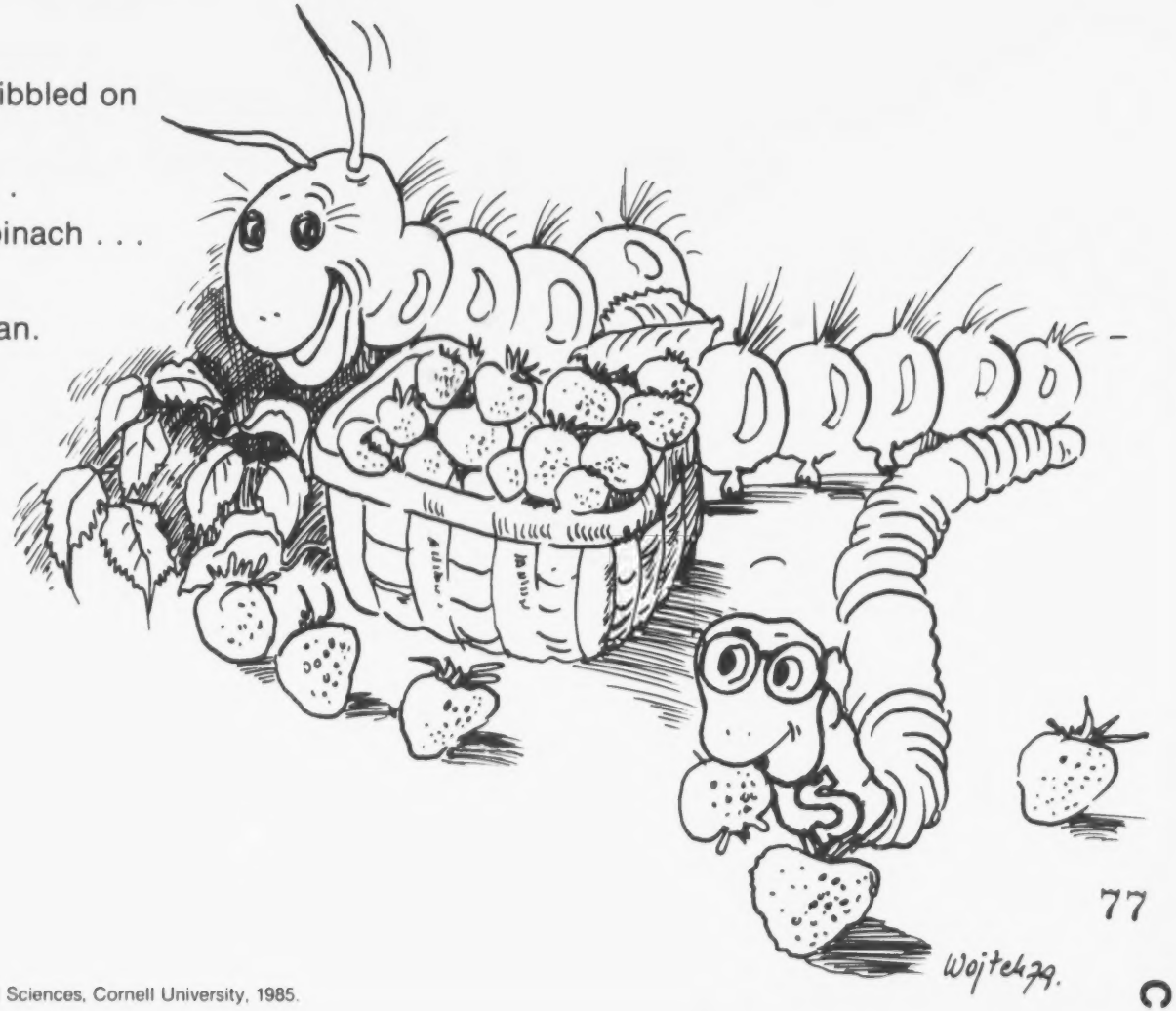
"Come on, MUNCH! It's delicious too!" said Squirm Worm.

Level K, Munch with Munch. Developed by the Division of Nutritional Sciences, Cornell University, 1985.

So, MUNCH bravely took a very large bite into the big green pepper.

"It is delicious! And it's crunchy!" shouted MUNCH with surprise. "I want to try some plump red strawberries next!"

So MUNCH and Squirm Worm nibbled on some plump red strawberries . . .
and then a long orange carrot . . .
and then some dark green spinach . . .
and finally . . .
a long, long yellow bean.



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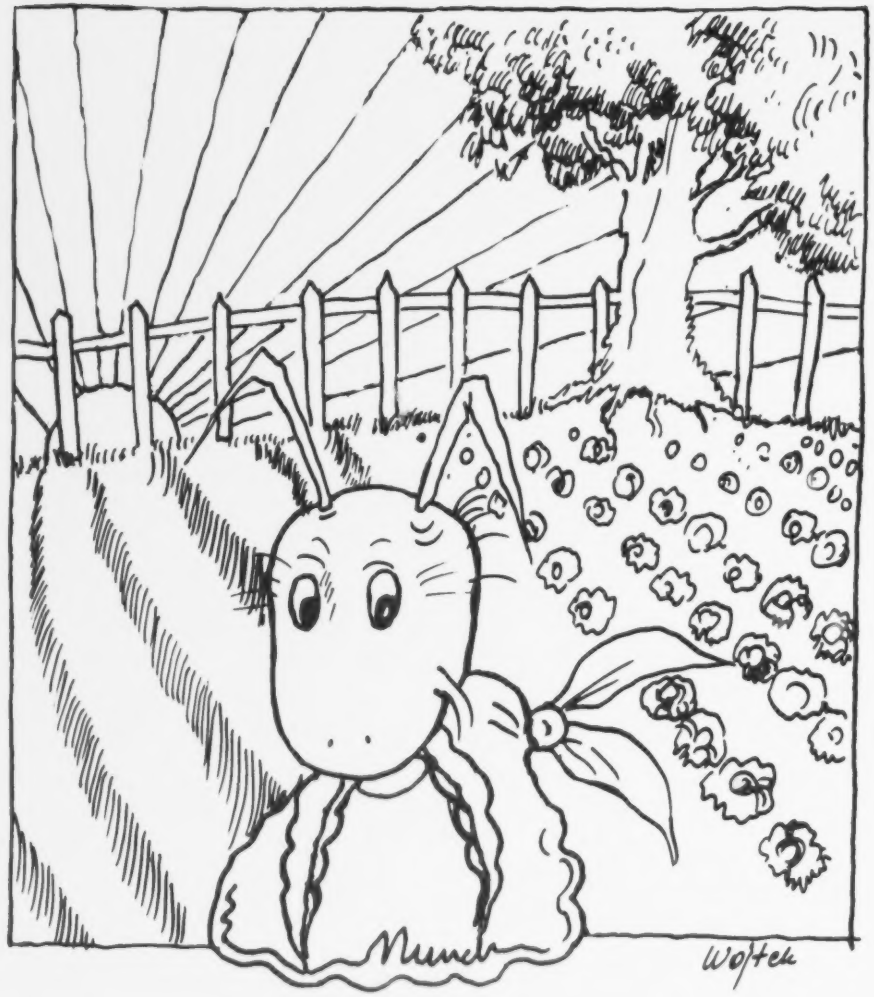
"Why, all these fruits and vegetables are delicious, Squirm Worm!" shouted MUNCH with joy. "But now I'm not very hungry any more . . . I don't want to eat too much!"

Squirm Worm agreed. "Yes, I think we ate just the right amount."

"Well," said MUNCH, "I feel great! But now I really should go back home before it gets dark."



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"We sure did have lots of fun!" said Squirm Worm.

"We sure did!" said MUNCH with a smile. "I learned that it's fun to try new foods, just as it's fun to see new things! From now on, I'm going to eat all sorts of foods . . .

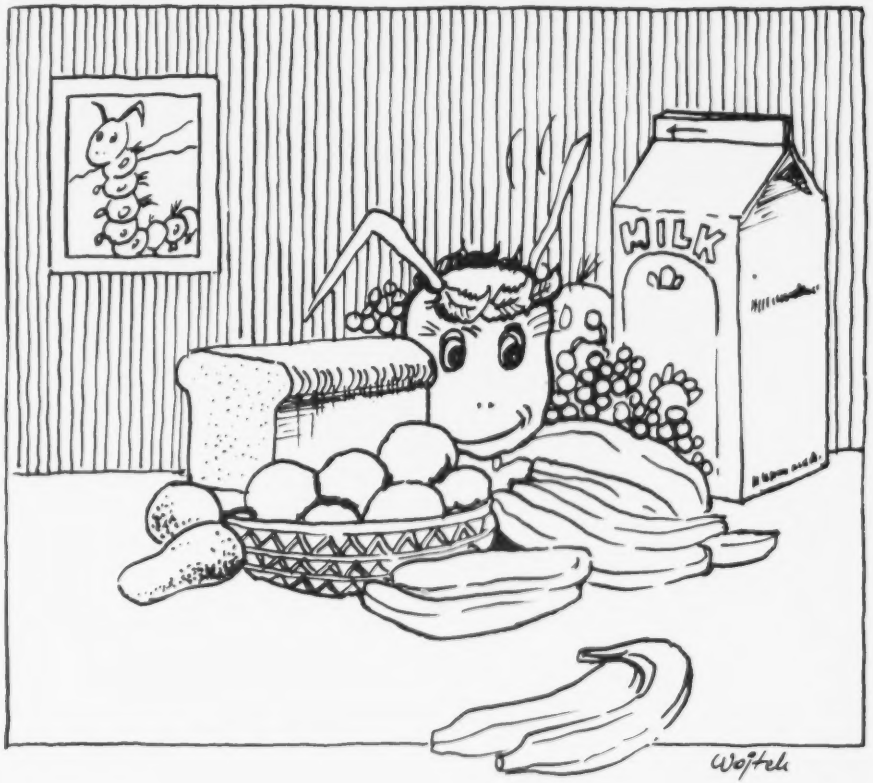
not

just

oak leaves!

"Tomorrow, I'm going to eat something new for breakfast!"

And MUNCH did!



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D

Dear Parent,

This letter contains some facts about food and health. In the classroom your child will be learning about many different nutritious foods. Here are some ideas for delicious, nutritious snacks to try at home.

MOST POPULAR SNACKS

Peanut butter—on whole-wheat crackers, graham crackers, apple slices, celery, carrots.

Cheese—on whole-wheat crackers, with fruit; on whole-wheat English muffins.

Seeds and nuts—unsalted, toasted sunflower seeds; dry-roasted, unsalted peanuts.

Popcorn—unsalted and unbuttered, with grated parmesan cheese.

Yogurt—plain yogurt with added fresh fruit or cereal.

Cereal mixes—combine dry, unsweetened cereals with unsalted nuts, seeds, dried fruits, and unsalted popcorn.

Raisins

INTERESTING COMBOS

Banana slices and peanut butter—Slice a banana and spread each slice with peanut butter; stack slices to remake the banana shape. Or stack them on slices of apple and cheese.

Cheese and tomato—Top half an English muffin or bagel with a tomato slice or 1 tablespoon tomato sauce; add a slice of cheese. Heat until cheese melts.

Sunshine salad—Surround a scoop of low-fat cottage cheese with orange slices, arranged like spokes on a wheel.

KINDERGARTEN FAVORITES

Bugs and ants on a log—Stuff celery with peanut butter and raisins.

Decorated fruit—Make fruit look appealing or funny by topping with peanut butter, raisins, wheat germ, grapes, and carrots.

Fruit popsicles—Combine 1½ cups apple juice with any fresh fruit (or unsweetened frozen or canned fruit). Pour in small paper cups or ice cube trays and add sticks or small plastic spoons, if desired. Freeze. Variations: Use other fruit juices without added fruit. Mix fruit juice with yogurt. Use fruit-flavored yogurt instead of juices and fruit.

Fruit milk shakes—Combine ½ cup milk, 1 small banana, and 3 or 4 ice cubes. Blend until slightly thickened. Frozen blueberries, strawberries, or other fruits can be used. Or substitute orange juice for the milk.

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Eating Your Way to Good Health

Some foods are better for us than others. Nutrients (protein, fat, carbohydrates, vitamins, and minerals) and calories are the important ingredients in foods. Nutrients build and repair body parts and operate our bodies. Calories provide us with energy. The protein, fat, and carbohydrate in food are the sources of calories. An equal weight of fat has twice the calories of either protein or carbohydrate.

In the United States, two major nutritional problems are obesity and tooth decay. We are eating too many calories, exercising too little, and becoming fat. Our sugar intake averages 100 pounds per person each year and contributes to overweight and tooth decay. Overeating and eating too many sweets are habits that lead to health problems. Sugar is the food for the bacteria in the mouth that cause tooth decay. Obesity is related to such other diseases as high blood pressure, heart disease, and diabetes.

Variety and moderation are the keys to healthful eating. Eating a variety of foods ensures that we get all the nutrients we need. Making wise choices also helps avoid some health problems.

Wise choices are foods that contain many nutrients and only enough calories to maintain our proper weight. Limiting sugar, saturated fats (in eggs, meat, butter, and milkfat), and highly salted foods may decrease the risk of getting certain diseases. Eating more starches, especially those that contain fiber or bulk, is helpful for good health. Foods that are high in fiber are whole grain breads and cereals, dried beans and peas, and fruits and vegetables.

Did you know?

Starchy food is not fattening unless you put lots of fat in it or eat too much.

Three ounces of cooked meat (that's a very small serving for most Americans) has the same number of calories as three slices of bread.

Level K, Munch with Munch. Developed by the Division of Nutritional Sciences, Cornell University, 1985.

E

MAKING MUNCHIES

(Each recipe makes 4 child-sized servings)

Cottage Cheese Pancakes

Equipment	Ingredients
Large bowl	½ cup cottage cheese (small curd)
Strainer	1 egg
Flour sifter	1 teaspoon oil
Measuring spoons and cups	3 tablespoons whole wheat flour, sifted
Griddle or frying pan	Applesauce

1. Strain cottage cheese.
2. Beat egg in large bowl.
3. Mix together with egg in bowl: cottage cheese, oil, and sifted flour.
4. Spoon batter into lightly oiled griddle.
5. Fry both sides until lightly browned.
6. Serve hot with applesauce.

Spinach Mushroom Salad

Equipment	Ingredients
Strainer	10 ounces fresh spinach
Large bowl	8 mushrooms
Knife	1 hard-cooked egg, sliced (optional)

1. Wash spinach thoroughly, dry, tear off stems, and place leaves in large bowl.
2. Wash mushrooms and slice. Add to spinach.
3. Top with sliced egg if desired.
4. Toss with a small amount of your favorite dressing, if desired.

Banana Yummies

Equipment	Ingredients
Knife	2 bananas
Measuring cup	½ cup orange juice
	½ cup wheat germ or chopped nuts

1. Peel banana.
2. Cut into bite-size pieces.
3. Dip in orange juice.
4. Roll in wheat germ or nuts.

Orange Nog

Equipment	Ingredients
Blender or a pitcher	2 cups cold water
Measuring cup	½ cup dry skim milk powder
Spoon	1 can (6 ounces) concentrated unsweetened orange juice

1. Mix all ingredients together.
2. Stir or blend.
3. Chill.

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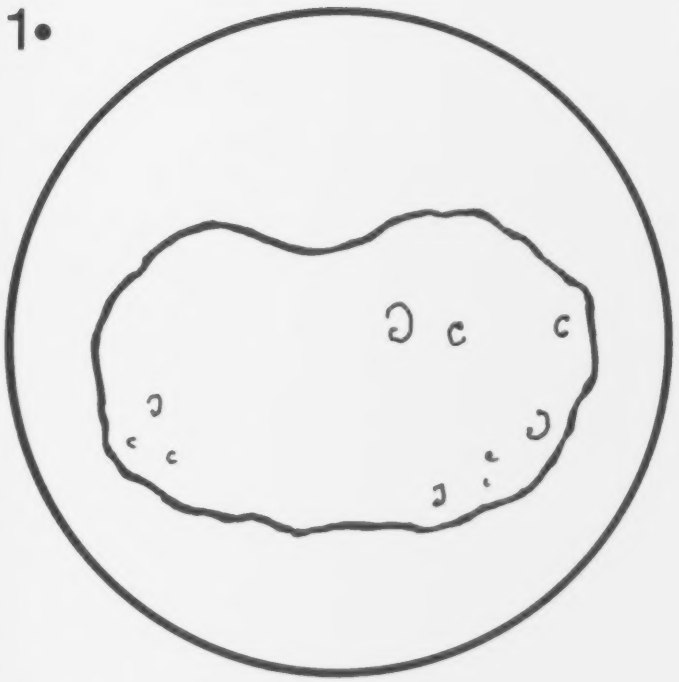
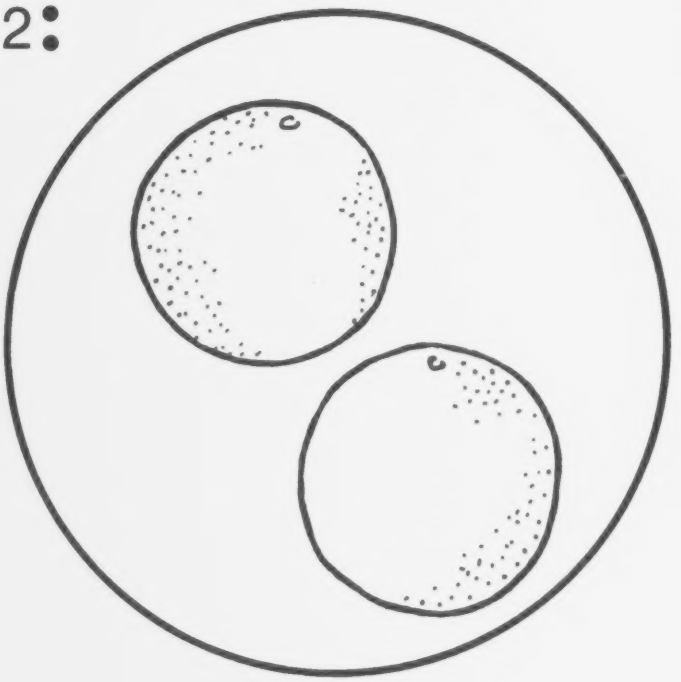
Count with Munch

1•



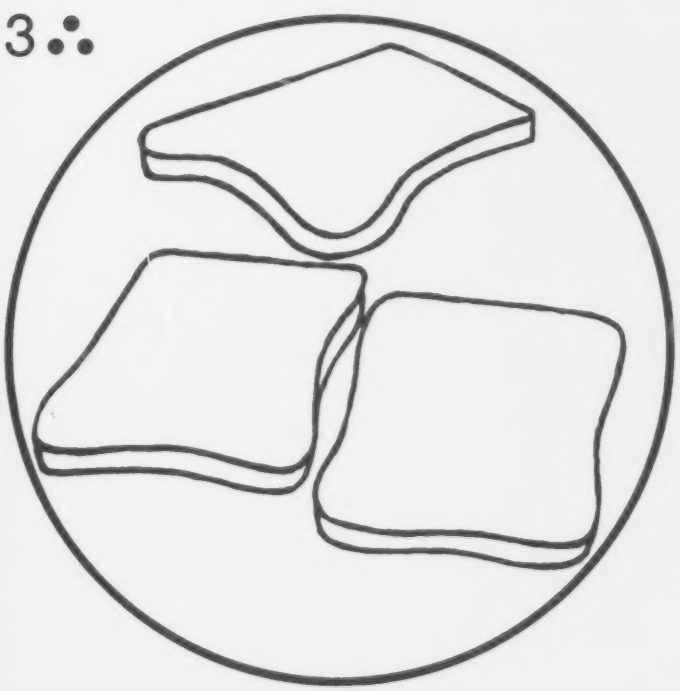
Potato

2:



Grapefruit

3∴



Bread Slices

4⁘

Chicken Legs

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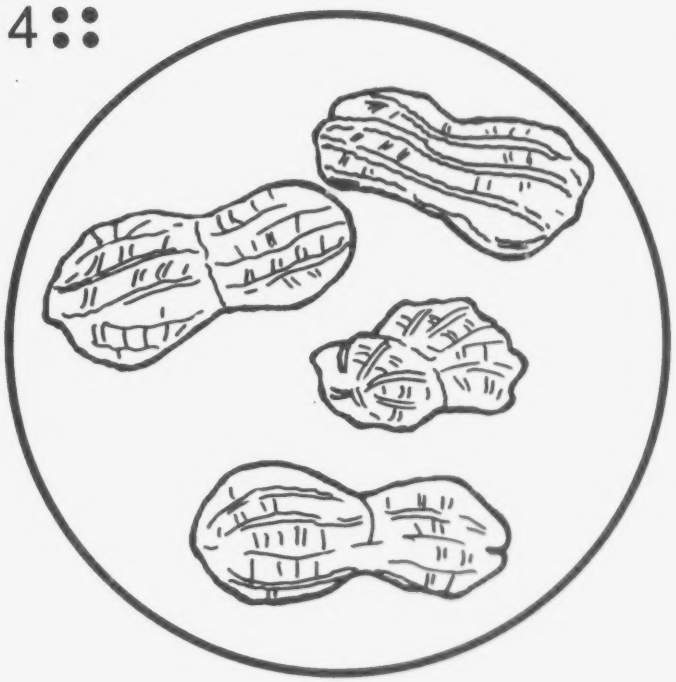
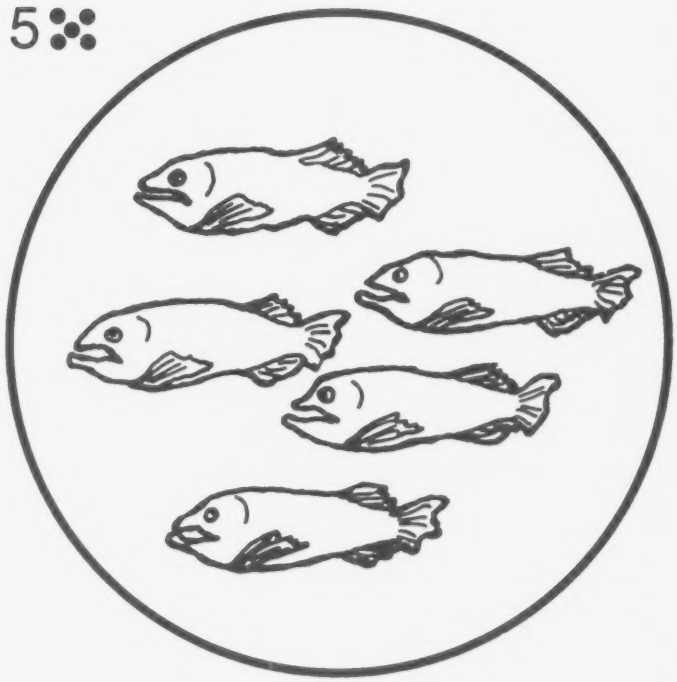
F

4



Peanuts

5



Fish

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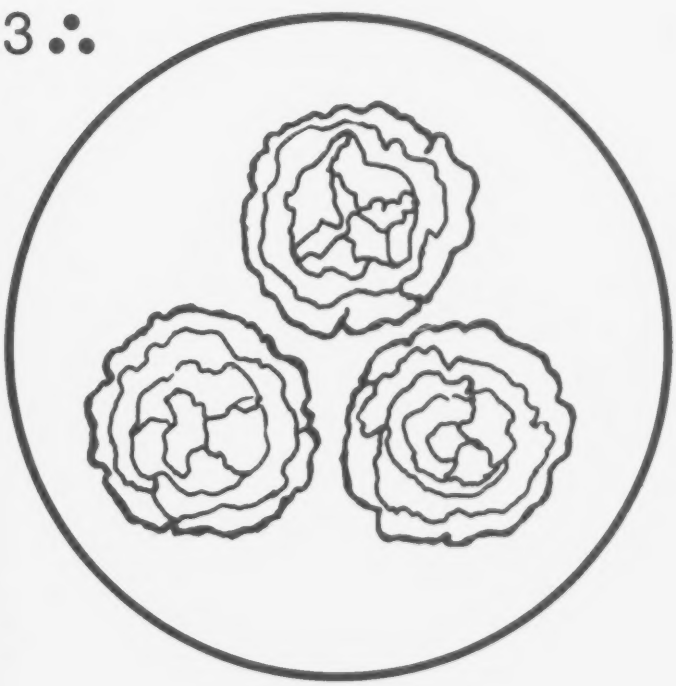

Lettuce

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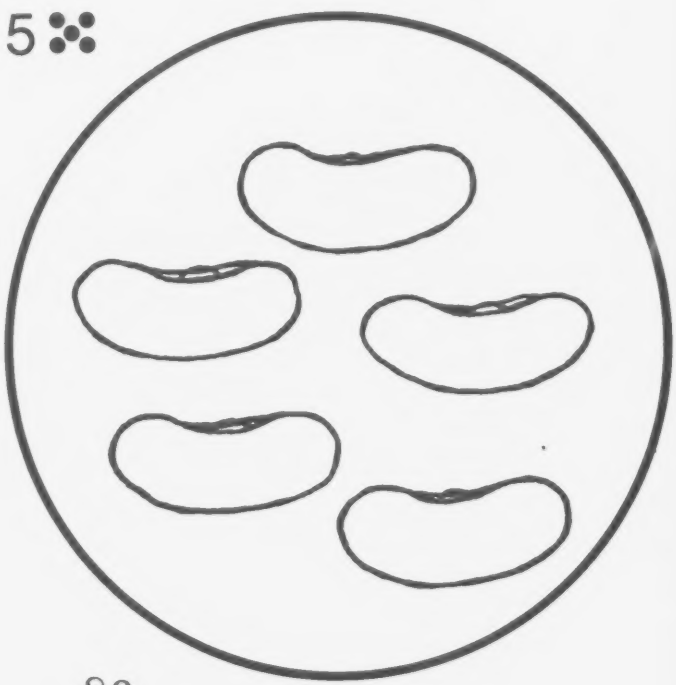

Dried Beans

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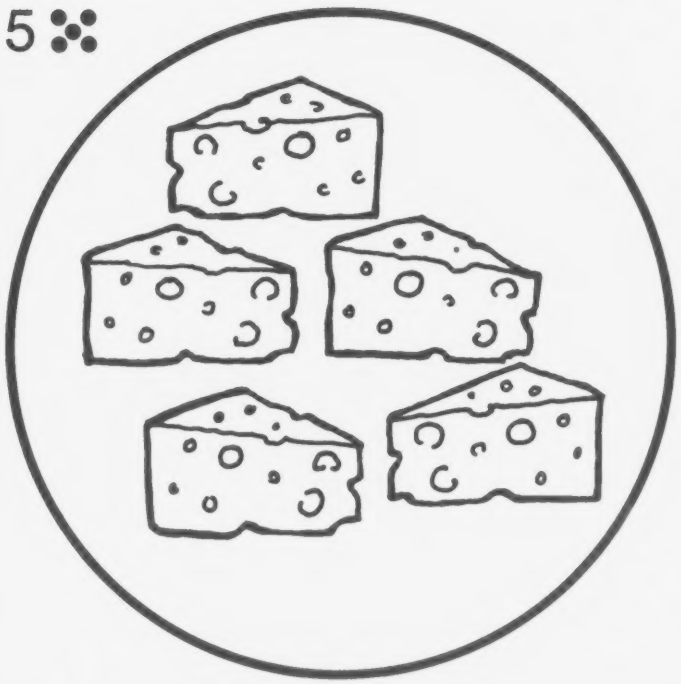
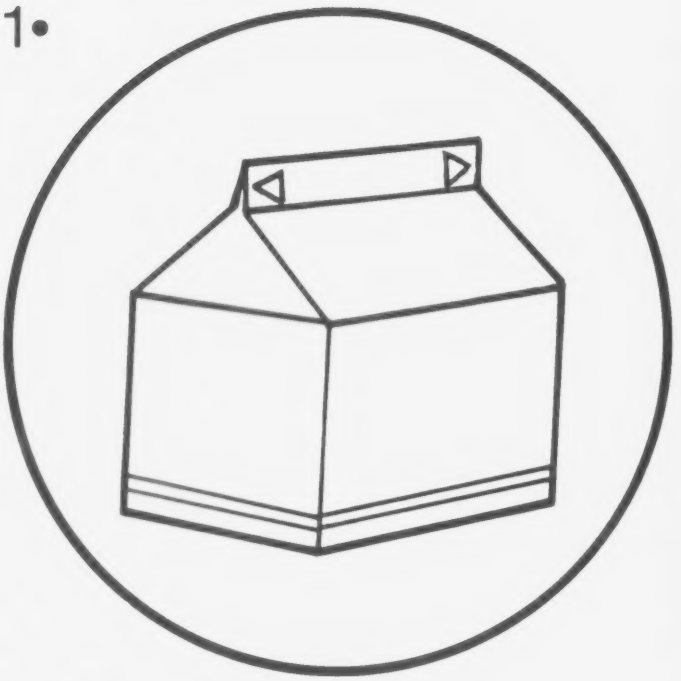
5



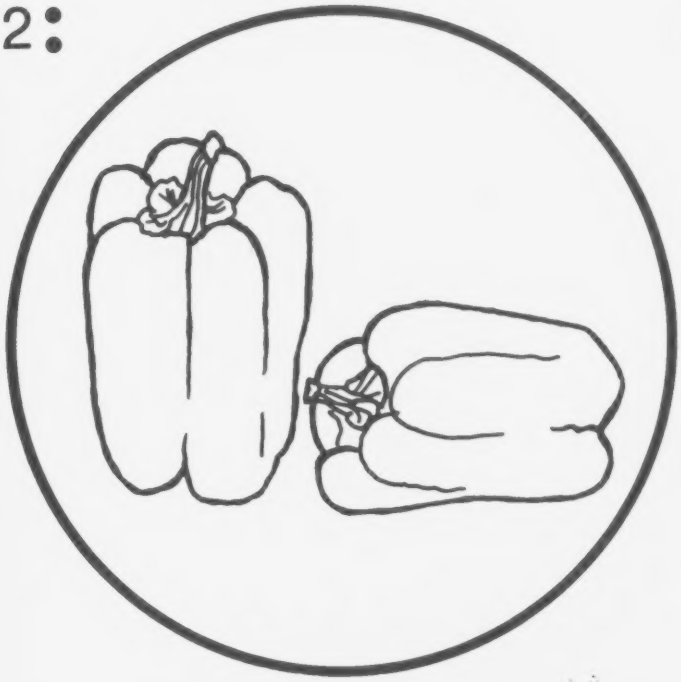
Cheese Slices

1



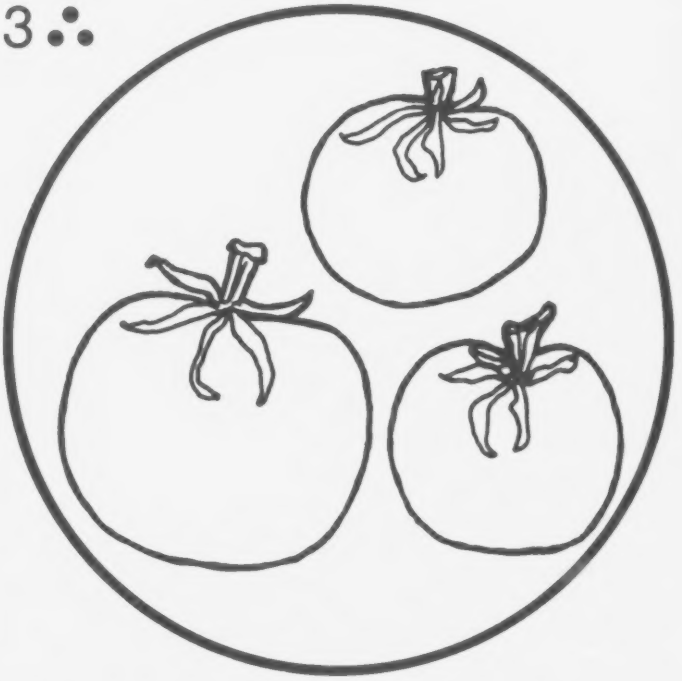
Milk

2



Green Peppers

3



Tomatoes

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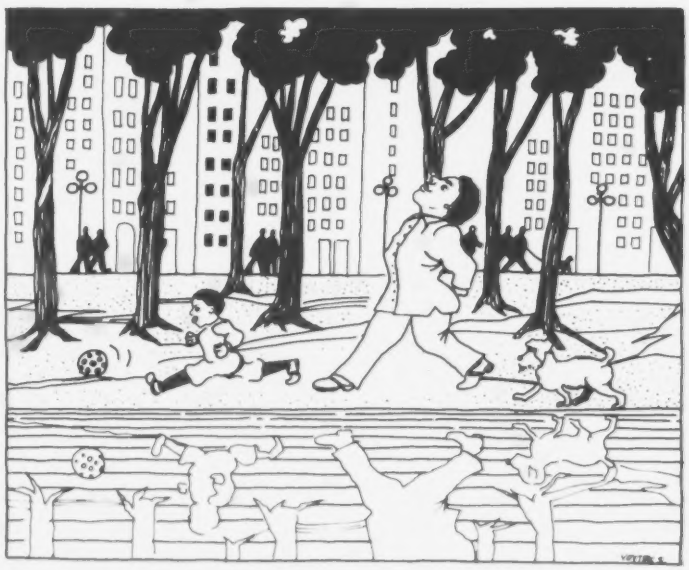
G

Dear Parent,

This letter contains some facts about children and television. In the classroom your child will be learning how television influences his or her food choices.

Instead of watching TV, your child might like to

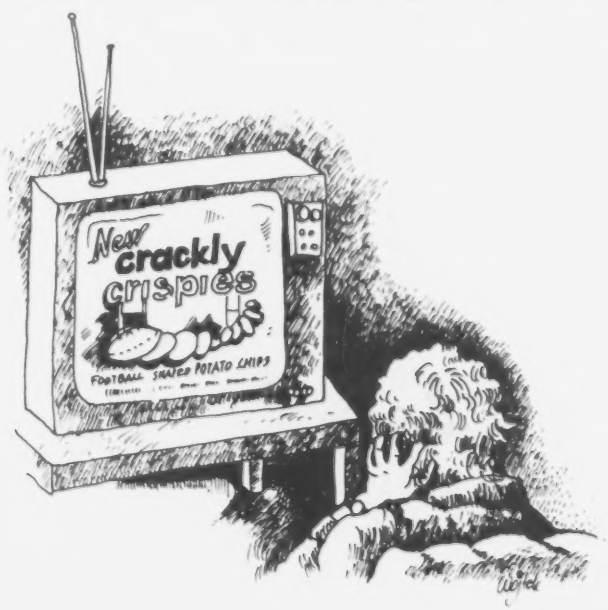
- make up stories if you help begin the story.
- dance to the music on the radio.
- play outside or go for walks with you—especially if you point out new things or go new places.
- do exercises—especially if you do them too.
- take trips to museums, colleges, train stations, airports, parks, and gardens.
- make mobiles from wire hangers, string, and colored drawings.
- draw pictures of favorite foods or animals.
- make a snack by slicing a banana and pouring milk or juice.
- make designs or faces on bread. First, spread peanut butter or cottage cheese on bread. Then make a face using carrot curls or sticks, cucumber rings, raisins, nuts, orange circles, green pepper rings, grated coconut, cheese, cabbage or lettuce leaves.



Children and Television

The average American child watches almost 28 hours of television a week. In a year he or she will see 20,000 commercials. More than half the commercials are for foods, and most of the foods are highly sugared cereals and snacks.

You can help control the effect that television has on your child by doing the following things:



- Watch TV with your child.
- Talk about foods your child sees or doesn't see on TV.
- Point out the commercials.
- Discuss why you approve or disapprove of the item being advertised on the TV program.
- Limit the amount of time and the programs your child watches on TV. Give the reasons why you are limiting TV watching and then gradually do it.
- Help and encourage your child to do activities other than watching TV such as games, cooking, and drawing.
- Don't leave the TV on if nobody is watching.
- Shut off the TV when a program is over.
- Reward improvements in your child's TV-watching behavior, but use other rewards than sweets or money. Some suggestions are to do something together, stay up a little later at night, have friends over to play, go to the park or on a picnic, or do outdoor activities as a family.

Did you know?

By the time the average American child has reached the teen years, he or she has spent more time watching television than being in school.

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Estimado Padre:

Vamos a realizar varias actividades de nutrición en el salón de clases. Las actividades serán divertidas para los niños y fomentarán la enseñanza de muchas maneras.

Estas actividades ayudarán a los niños a usar los cinco sentidos para explorar y familiarizarse con nuevos alimentos. Ayudarán también a motivar los niños a incluir una variedad de alimentos nutritivos en sus dietas y ampliar su selección de alimentos.

Los niños traerán a la casa guias para las actividades y recetas que pueden hacer juntos. Usted puede ampliar y respaldar la enseñanza que su niño adquiere en la escuela.

Muchas gracias por su cooperación.

Los Habitos Alimenticios Comienzan a Desarrollarse en la Niñez

Los niños no nacen con la habilidad natural para escoger una dieta nutritiva. Sus hábitos alimenticios, como aquellos de los adultos, son aprendidos a través de los años.

Uno de los primeros pasos que los padres pueden tomar para guiar a sus niños por el camino de prácticar buenos hábitos de alimentación es poniendo énfasis en alimentos nutritivos. Los padres pueden ayudar a los niños a moderar la ingestión de alimentos de menor valor nutricional mientras les enseñan buenas prácticas de salud dental.

Los padres son los primeros maestros de los niños.

Durante los primeros años, los niños quieren complacer a sus padres e imitan el comportamiento de ellos. Los padres pueden enseñar a sus niños hábitos de alimentación adecuados dándoles el ejemplo.

En los años pre-escolares, los niños pasan por varias etapas y éstas a menudo aparecen durante la hora de la comida. La etapa de la independencia o la del "No, yo no quiero," es una preocupación común de los padres. Por otro lado el querer los mismos alimentos comida tras comida causa que los padres se pregunten qué valor nutricional tiene la dieta de sus niños.

Probablemente la clave para evitar futuros problemas con la comida es evitar hacer más grande la situación de lo que realmente es y continuar ofreciendo una variedad de

alimentos. Cuando el problema ha sido tratado de esa manera, todas las etapas eventualmente pasan sin causar problemas nutricionales.

Prepare bocadillos de vegetales y "dip" o salsa con su niño. Para la receta que aparece en la página siguiente, usted puede usar diferentes vegetales frescos. Por lo general, los niños están dispuestos a comer alimentos que ellos han ayudado a preparar.

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A

Estimado Padre:

En el salón de clases su niño se familiarizará con algunos alimentos nutritivos. Usted podría disfrutar preparando estos vegetales con su niño en la casa. Es importante que usted supervise a los niños cuando corten los vegetales.

Bocadillos de Vegetales y "Dip" o Salsa
1 Lave los vegetales bien
2 Monde o pele las zanahorias y pepinillos
3 Corte los vegetales en ruedas u otras formas
4 Lave las setas, tomates y rábanos sin cortarlos
5 Enrolle las hojas de lechuga, espinaca o repollo
6 Rompa en pequeños pedacitos el brécol y coliflor. Ponga el palillo en la salsa o "dip"
DIP...
1 Cuele el requesón através de un colador
2 Añada el yogurt y especias al requesón colado
3 Mezcle bien
1
2
YOGURT
especias
3
Mezcle

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Estimado Padre:

Esta carta incluye algunos conceptos sobre los alimentos y la salud. En el salón de clases su niño aprenderá sobre diferentes alimentos nutritivos. A continuación encontrará algunas ideas para meriendas deliciosas y nutritivas para probar en la casa.

LAS MERIENDAS MAS POPULARES

Mantequilla de maní—con galletas de trigo íntegro, galletas tipo "graham," rebanadas de manzanas, tallos de apio, zanahorias.

Queso—con galletas de trigo íntegro, frutas o mollete inglés de trigo íntegro.

Semillas y nueces—semillas de girasol tostadas y sin sal, maní tostado sin grasa y sin sal.

Palomitas de maíz—sin sal, ni mantequilla; con queso parmesano.

Yogurt—yogurt simple con frutas frescas o cereal.

Cereales mezclados—combine cereales listos para comer con nueces sin sal, semillas, frutas secas y palomitas de maíz sin sal.

Pasas

COMBINACIONES INTERESANTES

*Rebanadas de guineo y mantequilla de maní—Rebane un guineo y unte cada rebanada con mantequilla de maní; acomode las rebanadas para formar el guineo nuevamente. O acomó*delas sobre rebanadas de manzana y queso.

Queso y tomate—Ponga una rebanada de queso o una cucharada de salsa de tomate sobre un mollete inglés o "bagel"; agregue una rebanada de queso. Caliente hasta que el queso se derrita.

Ensalada tropical—Sirva requesón (cottage cheese) con china o naranja en rebanadas, colóquelas como los rayos de una rueda.

LOS FAVORITOS DEL KINDERGARTEN

El leño—Rellene tallos de apio con mantequilla de maní y pasas.

Frutas adornadas—Eche mantequilla de maní, pasas, germen de trigo, uvas y zanahorias sobre las frutas para hacerlas más atractivas o graciosas.

Paletas de frutas—Mezcle 1 ½ tazas de jugo de manzana con cualquier fruta fresca (o fruta congelada o envasada sin azúcar). Vacie en vasos de papel pequeños o en envase de hacer hielo del refrigerador; si desea, introduzca cucharitas plásticas. Congele. Variaciones: Use otros jugos de frutas sin añadir frutas. Mezcle jugo de fruta con yogurt. Use yogurt con frutas en vez de jugos y frutas.

Batidas de frutas—Mezcle ½ taza de leche, un guineo pequeño y 3 o 4 pedazos de hielo. Bata hasta que espese. Puede usar moras, fresas u otras frutas congeladas. O use jugo de china o naranja en vez de leche.

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D

Alimentandonos para una Buena Salud

Algunos alimentos son mejores para nosotros que otros. Nutrimentos o nutrientes (proteínas, grasa, carbohidratos, vitaminas y minerales) y calorías son ingredientes importantes en los alimentos. Los nutrimentos son importantes para formar y reparar las partes del cuerpo y mantener el funcionamiento del mismo. Las calorías nos proveen de energía. Las proteínas, grasas y carbohidratos en los alimentos son las fuentes de calorías. La grasa tiene el doble de calorias que contiene la misma cantidad en peso de proteínas o carbohidratos.

En los Estados Unidos los dos problemas de mayor importancia nutricional son la obesidad (gordura excesiva) y las caries dentales. Estamos comiendo demasiadas calorias, ejercitando muy poco y engordando demasiado. Nuestro consumo de azúcar promedio es de 100 libras por persona anualmente, lo cual contribuye al sobrepeso y a las caries dentales. El comer demasiado y el ingerir muchos dulces son hábitos que resultan en problemas de salud. El azúcar es el alimento para las bacterias de la boca que causan las caries dentales. La obesidad o gordura está relacionada con otras enfermedades como la alta presión, enfermedades del corazón y la diabetes.

Variedad y moderación son las llaves de una alimentación adecuada. El consumir una variedad de alimentos asegura que obtengamos todos los nutrimentos que necesitamos. Si los escogemos sabiamente también ayudamos a prevenir algunos problemas de salud.

Para escoger sabiamente, seleccione aquellos alimentos que contienen muchos nutrientes y las calorías necesarias para mantener un peso adecuado. La restricción del azúcar, grasas animales (carnes, huevos, mantequilla y grasa de la leche) y alimentos altamente salados puede disminuir el riesgo de sufrir ciertas enfermedades. El comer más almidones, especialmente aquellos conteniendo fibra o residuos, ayuda a la buena salud. Los alimentos que son altos en fibra son los panes y cereales de harina de trigo integral, habichuelas secas, guisantes verdes, frutas y vegetales.

¿Sabia usted?

Que los alimentos ricos en almidón no engordan, a menos que usted le añada mucha grasa o coma demasiado de ellos.

Que 3 onzas de carne cocida (que es una porción muy pequeña para la mayoria de los norteamericanos) tiene igual número de calorías que 3 rebanadas de pan.

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Estimado Padre:

Esta carta incluye información sobre los niños y la televisión. En el salón de clases su niño aprenderá sobre como la televisión influye en las selecciones de alimentos. En vez de ver la televisión, su niño podría gustar de

- inventar cuentos si les ayuda a comenzarlos
- bailar con la música de la radio.
- jugar afuera de la casa y caminar—especialmente si usted le señala cosas nuevas y van a sitios nuevos.
- también hacer ejercicios especialmente cuando se las hacens juntos.
- hacer recorridos por museos, colegios, estaciones de tren, aeropuertos, parques y jardines.
- hacer juguetes colgantes de ganchos de colgar ropa, cordón y dibujos coloreados.
- hacer dibujos de los alimentos o animales favoritos.
- preparar su propia merienda rebanando un guineo o sirviendo su propia leche o jugo.
- hacer diseños o caritas en el pan.

Primero, unte la mantequilla de maní o requesón en el pan. Entonces forme una carita con tiritas o rizos de zanahorías, anillos de pepinillos, pasas, nueces, ruedas de naranja o de pimiento verde, coco rallado, queso, repollo o hojas de lechuga.

Los Niños y la Televisión

El niño norteamericano mira un promedio de casi 28 horas de televisión por semana. En un año el o ella verá casi 20,000 anuncios comerciales. Más de la mitad de los anuncios son de alimentos, y la mayor parte de estos son cereales y meriendas altamente azucarados.

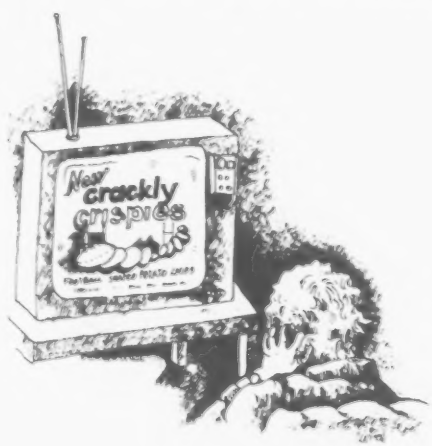
Usted puede ayudar a controlar la influencia que tiene la TV sobre su niño haciendo lo siguiente:

- mirar TV con su niño.
- hablar sobre los alimentos que su niño ve así como lo que no se ven en la TV.
- aclarar el mensaje del anuncio a su niño.
- discutir porque usted aprueba o desaprueba el artículo que se anuncia en el programa de TV.
- limitar la cantidad de tiempo y programas que su niño ve en la TV. Explique las razones porque usted le está limitando a su niño ver TV, entonces hágalo gradualmente.
- planear otras actividades para su niño que no sean ver TV—como jugar, cocinar y dibujar.
- no dejar prendida la TV si nadie la está mirando.
- apagar la TV cuando el programa se termina.

Recompense el progreso del comportamiento de su niño al no ver tanta TV. Trate de usar recompensas que no sean ni dulces o dinero. Algunas sugerencias son hacer cosas juntos, quedarse despierto un poco más tarde, invitar amiguitos a la casa, ir al parque o de gira, o realizar actividades al aire libre con la familia.

¿Sabía usted?

A la edad que el niño norteamericano alcanza la adolescencia, él o ella ha invertido más tiempo viendo TV que en la escuela.



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